

Public Document Pack



Neuadd y Sir
Y Rhadyr
Brynbuga
NP15 1GA

Dydd Iau, 5 Tachwedd 2020

Hysbysiad Cyfarfod

Cyngor Ymgynghorol Sefydlog ar Addysg Grefyddol

Dydd Gwener, 13eg Tachwedd, 2020 at 10.00 am,
Remote Meeting

AGENDA

Rhif Eitem	Eitem	Tudalen
1.	Croeso ac ymddiheuriadau am absenoldeb.	
2.	Cofnodion y cyfarfod blaenorol a gynhaliwyd ar 26 Mehefin 2020.	1 - 6
3.	Fforwm Agored i'r Cyhoedd	
4.	Diweddariad Aelodaeth CYSAG	7 - 8
5.	Derbyn ac ystyried Adroddiad Blynyddol 2019-2020 CYSAG	9 - 32
6.	Derbyn a nodi ymgynghoriad Llywodraeth Cymru ar Grefydd, Gwerthoedd a Moeseg ac ymgynghoriad Pwyllgor Plant, Pobl Ifanc ac Addysg Senedd Cymru ar y Bil Cwricwlwm ac Asesu (Cymru).	33 - 46
7.	Ystyried eitemau ar gyfer Bwletin Newyddion nesaf CYSAG	
8.	Busnes CYSAG Cymru	47 - 74
	<ul style="list-style-type: none">i. Derbyn a nodi drafft gofnodion o gyfarfodydd CYSAG Cymru 21 Tachwedd 2019, Aberaeron.ii. Derbyn a nodi'r drafft gofnodion o CCB CYSAG Cymru a gynhaliwyd ar 7 Hydref 2020 (cyfarfod o bell).iii. Derbyn a nodi drafft gofnodion cyfarfod CYSAG Cymru a gynhaliwyd ar 7 Hydref 2020.iv. Derbyn a nodi adroddiad gweithgareddau CYSAG Cymru yn	

ystod 2019-2020.

v. Nodi dyddiadau cyfarfodydd nesaf CYSAG Cymru a chadarnhau cynrychiolwyr:

- Gwanwyn – Caerffili (i'w gadarnhau)
- Haf – Powys (i'w gadarnhau)

9. Cadarnhau dyddiad cyfarfod nesaf CYSAG, a chyfarfodydd ar gyfer 2020 - 2021.

Paul Matthews

Prif Weithredwr

MONMOUTHSHIRE COUNTY COUNCIL
CYNGOR SIR FYNWY

MAE CYFANSODDIAD Y PWYLLGOR FEL SY'N DILYN:
:

Cynghorwyr Sir::

R.John
P.Pavia
T.Thomas
A. Webb

Yn cynrychioli'r Eglwys yng Nghymru (1)

Vacancy

Yn cynrychioli'r Eglwys Gatholig Rufeinig (1)

Mr. A. Szwagrzak

Yn cynrychioli Eglwysi Rhydd (4)

Baptist Church: Revd. Dr. P. Baines
The Salvation Army: Mr. N. Pryor
Methodist Church: Dr. L. Brown
Mrs. S. Gooding

Yn cynrychioli Ffydd Bahá'í (1)

Mrs S. Cave

Yn cynrychioli'r Ffydd Bwdhaidd (1)

Ngakpa Namgyal Chatral

Yn cynrychioli'r Ffydd Hindŵ (1)

Vacancy

Yn cynrychioli'r Ffydd Iddewig (1)

Vacancy

Yn cynrychioli'r Ffydd Sikh (1)

Vacancy

Yn cynrychioli'r Ffydd Mwslimaidd (1)

Vacancy

Yn cynrychioli Cymdeithasau Athrawon (7)

Vacancy
Mr. N. Jenkins
Ms. C. Smith
Mrs. K. Wilding
Mrs S. Hamar
Ms M. Millington
Ms. K. Christofi

Aelodau a Gyfetholwyd (2)

Vacancy
Vacancy

Cynghorydd Addysg Grefyddol

P.Webber

Gwybodaeth Gyhoeddus

Mynediad i gopiau papur o agendâu ac adroddiadau

Gellir darparu copi o'r agenda hwn ac adroddiadau perthnasol i aelodau'r cyhoedd sy'n mynychu cyfarfod drwy ofyn am gopi gan Gwasanaethau Democrataidd ar 01633 644219. Dylid nodi fod yn rhaid i ni dderbyn 24 awr o hysbysiad cyn y cyfarfod er mwyn darparu copi caled o'r agenda hwn i chi.

Edrych ar y cyfarfod ar-lein

Gellir gweld y cyfarfod ar-lein yn fyw neu'n dilyn y cyfarfod drwy fynd i www.monmouthshire.gov.uk neu drwy ymweld â'n tudalen Youtube drwy chwilio am MonmouthshireCC. Drwy fynd i mewn i'r ystafell gyfarfod, fel aelod o'r cyhoedd neu i gymryd rhan yn y cyfarfod, rydych yn caniatáu i gael eich ffilmio ac i ddefnydd posibl y delweddau a'r recordiadau sain hynny gan y Cyngor.

Y Gymraeg

Mae'r Cyngor yn croesawu cyfraniadau gan aelodau'r cyhoedd drwy gyfrwng y Gymraeg neu'r Saesneg. Gofynnwn gyda dyledus barch i chi roi 5 diwrnod o hysbysiad cyn y cyfarfod os dymunwch siarad yn Gymraeg fel y gallwn ddarparu ar gyfer eich anghenion.

Nodau a Gwerthoedd Cyngor Sir Fynwy

Ein diben

Adeiladu Cymunedau Cynaliadwy a Chydnerth

Amcanion y gweithiwn tuag atynt

- Rhoi'r dechrau gorau posibl mewn bywyd i bobl
- Sir lewyrchus a chysylltiedig
- Cynyddu i'r eithaf botensial yr amgylchedd naturiol ac adeiledig
- Llesiant gydol oes
- Cyngor gyda ffocws ar y dyfodol

Ein Gwerthoedd

Bod yn agored. Rydym yn agored ac yn onest. Mae pobl yn cael cyfle i gymryd rhan mewn penderfyniadau sy'n effeithio arnynt, dweud beth sy'n bwysig iddynt a gwneud pethau drostynt eu hunain/eu cymunedau. Os na allwn wneud rhywbeth i helpu, byddwn yn dweud hynny; os bydd yn cymryd peth amser i gael yr ateb, byddwn yn esbonio pam; os na allwn ateb yn syth, byddwn yn ceisio eich cysylltu gyda'r bobl a all helpu - mae adeiladu ymddiriedaeth ac ymgysylltu yn sylfaen allweddol.

Tegwch. Darparwn gyfleoedd teg, i helpu pobl a chymunedau i ffynnu. Os nad yw rhywbeth yn ymddangos yn deg, byddwn yn gwrando ac yn esbonio pam. Byddwn bob amser yn ceisio trin pawb yn deg ac yn gyson. Ni allwn wneud pawb yn hapus bob amser, ond byddwn yn ymrwymo i wrando ac esbonio pam y gwnaethom weithredu fel y gwnaethom.

Hyblygrwydd. Byddwn yn parhau i newid a bod yn hyblyg i alluogi cyflwyno'r gwasanaethau mwyaf effeithlon ac effeithiol. Mae hyn yn golygu ymrwymiad gwirioneddol i weithio gyda phawb i groesawu ffyrdd newydd o weithio.

Gwaith Tim. Byddwn yn gweithio gyda chi a'n partneriaid i gefnogi ac ysbrydoli pawb i gymryd rhan fel y gallwn gyflawni pethau gwych gyda'n gilydd. Nid ydym yn gweld ein hunain fel 'trefnwyr' neu ddatrysyr problemau, ond gwnawn y gorau o syniadau, asedau ac adnoddau sydd ar gael i wneud yn siŵr ein bod yn gwneud y pethau sy'n cael yr effaith mwyaf cadarnhaol ar ein pobl a lleoedd.

Public Document Pack Agenda Item 2

MONMOUTHSHIRE COUNTY COUNCIL

Minutes of the meeting of Standing Advisory Council on Religious Education (SACRE)
held
at Remote Meeting on Friday, 26th June, 2020 at 10.00 am

PRESENT: COUNTY COUNCIL REPRESENTATIVES:

County Councillor R. John (Chair)
County Councillor T. Thomas
County Councillor P. Pavia

FAITH REPRESENTATIVES:

Revd. Peter Baines
Mrs. S. Gooding
Major N. Pryor
Dr. L. Brown
Mr. A. Szwagrzak
Mrs S. Cave
Dr. A. Daly

TEACHER REPRESENTATIVES:

Mrs. M. Millington
Mrs S. Hamer

OFFICERS IN ATTENDANCE:

Wendy Barnard	Democratic Services Officer
Paula Webber	RE Adviser
Sharon Randall-Smith	Head of Attainment and Achievement

APOLOGIES:

County Councillor A. Webb, Revd. P. Baines, Mrs K. Wilding and N. Jenkins

1. Minutes of the previous meeting held on Friday, 13th March, 2020 at 10.00 am and matters arising

The minutes of the previous meeting held on 13th March 2020 were confirmed as a correct record subject to the following clarification:

Item 4: It was confirmed that it is the responsibility of the Local Authority to adopt the agreed syllabus as proposed by the agreed syllabus conference (which may or may not include representation from SACRE members). The local authority has the option to accept or refuse the agreed syllabus.

Item 5: It was clarified that it is the role of the Local Authority to monitor provision and standards in schools. SACRE monitors GCSE results to offer advice, not to monitor.

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at Remote Meeting on Friday, 26th June, 2020 at 10.00 am**

2. Public Open Forum

No members of the public requested to speak.

3. SACRE Membership update

County Councillors (6)	
R. John	
T. Thomas	
P. Pavia	
A. Webb	
M. Lane Vacancy	Reminder to be sent to Group Leader
J. Watkins Vacancy	Reminder to be sent to Group Leader
Representing the Church in Wales (1)	
Dr. A. Daly	
Representing the Roman Catholic Church (1)	
A. Szwagrzak	
Representing the Free Church Council (4)	
Dr. L. Brown (Methodist Church)	
Suzanne Gooding (Presbyterian Church/ Baptist Church)	
Revd. Dr. P. Baines (Baptist Church)	
Nick Pryor (Salvation Army)	
Representing the Baha'i Faith:	
Mrs. S. Cave	
Representing the Buddhist Faith:	
Ngakpa Namgyal Chatral	Difficult to attend meeting in Usk. As much prior notice of meeting dates requested
Representing the Hindu Faith:	It was suggested, in respect of the vacancies for faith representatives, that contact could be made with the Inter Faith
Vacancy	
Representing the Jewish Faith:	
Vacancy	
Representing the Muslim Faith:	

MONMOUTHSHIRE COUNTY COUNCIL

**Minutes of the meeting of Standing Advisory Council on Religious Education (SACRE)
held
at Remote Meeting on Friday, 26th June, 2020 at 10.00 am**

Vacancy	Network to seek suitable nominations.
Representing the Sikh Faith:	
Vacancy	
Representing Teachers Associations (7)	
Vacancy	Professional associations advised of vacancy
Mr. N. Jenkins	
Ms. C. Smith	
Ms. K. Wilding	
Ms. K. Christofi	
Ms. M. Millington	
Mrs. S. Hamar	
Co-opted Members (2)	SACRE discussed the vacancies for two (non-voting) Co-opted Members. Existing members were requested to contribute suggestions of suitable persons. SACRE also considered representation/input from learners. It was noted that the Chair can invite anyone to a meeting to make presentations etc. and that this may be a possible way to identify suitable persons for co-option.
Vacancy	
Vacancy	
R E Consultant	
Paula Webber	
Representing Chief Officer, Children and Young People	
Sharon Randall-Smith	

4. Curriculum update: RE supporting framework

The RE Adviser provided an update on the RE curriculum and supporting framework due to be brought in from September 2022. The Minister has notified that the curriculum is disapplied due to COVID 19 and consequently, schools are not required to teach RE, and the curriculum

MONMOUTHSHIRE COUNTY COUNCIL

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generally. Where possible, schools are encouraged to work towards the new curriculum together with a focus on wellbeing.

It was agreed that the draft supporting framework should have been shared with SACREs and schools before the general consultation to enable a more comprehensive response from professionals and SACREs. It was agreed to write to the Minister to ask that the framework is made available for consultation response from SACREs and schools before the general consultation.

5. Professional Learning for RE/RVE update

An update was provided that WASACRE was due to meet with EAS about professional learning for the new curriculum but that meeting will be rescheduled. The need to ensure specific funding for professional learning for RE in the new curriculum was agreed. A professional learning community of heads of RE and teachers has been set up. EAS has provided playlists to upskill teachers on digital learning to enable them to deliver learning online.

RE teachers and practitioners were invited to make training requests. NAPFRE is looking at training for professional advisers and Clerks to SACREs and is considering support for teachers.

6. Monitoring Provision and Standards - Monmouthshire School Inspection Reports and Self-Evaluations (tabled at the meeting)

SACRE considered Estyn and self-evaluation reports for Goytre Fawr Primary School and Thornwell Primary School. Both reports were made confidentially available to members, at the meeting only. There were positive aspects demonstrating high standards, as summarised by the RE Adviser. Development points will be a focus for improvement going forward. For example, there was concern that in one instance there was some misinterpretation of the self-evaluation form identifying a possible point for professional learning in the future.

The detail included was welcomed

The Estyn reports contained no recommendations for RE or collective worship. There were no comments regarding spiritual development e.g. identification of opportunities that could be developed to enhance current practice.

A point was raised about outdoor learning and this was agreed to have potential for professional learning; schools will be asked to make nominations for a working party.

It was commented that there may be some confusion about mandatory teaching of RE in non-faith schools. More liaison between schools was suggested to share good practice. It was suggested that secondary learning network and the same for primary schools could be set up to promote collaborative working.

It was reiterated that it would be the preference of SACRE to hold a meeting in a school at some point in the future.

Letters of Congratulations and support were requested for the schools concerned.

7. GCSE/GCE examinations during the Covid-19 pandemic

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Due to COVID 19, this year's exams are cancelled. SACRE expressed sadness that pupils in Y10 and Y12 will not get the results they deserve.

The RE Adviser has compiled work for Y11 pupils taking RE which has been circulated nationally. SACRE was concerned that learners have access to support. WJEC webinars are available. No decisions on the future have been made so far. With regard to future qualifications, it has been emphasised that RE is a statutory subject and that it is a learner's human right is to have a qualification available if they study a course.

SACRE also wished to ensure that grades are awarded equivalent to what the learner was likely to have achieved. It was acknowledged that these are concerning and uncertain times for learners.

8. Learning Network Schools for Humanities - update

It was explained that previously EAS had learning networks for different subjects. That funding will be allocated to Areas of Learning and Experience (AoLE). Lead practitioners are currently being appointed for all humanities subjects. The RE Adviser can work with schools for RE and setting up virtual communities for support will be beneficial especially now. Heads of Humanities will need a certain level of understanding of all the subjects and so be able to fully support RE in that.

SACRE expressed concern that RE has an equitable split of the funding for resources and training and questions were asked about the mechanisms in place to ensure equity. There was reassurance in understanding that professional staff will address each element equally. It is up to schools to decide the approach and the five Humanities subjects all need to be visible. As learners move to progression steps 4 and 5, they will need to be more aware of differences between the subjects.

It was pointed out that the role of SACRE role is to advise the LA. If concerns are raised and Professional Learning is needed, SACRE can request that the LA procure the necessary resources/training from the EAS.

9. Welsh Government consultation on Legislative proposals for religion, values and ethics (attached)

The draft consultation response was circulated to SACRE Members yesterday. Members were given opportunity to make comments prior to compilation of the final version being submitted.

It was commented that the faith community and faith schools wished to retain the subject as RE as there would be less problems for faith schools and trust deeds. There was concern that equal time would be allocated to religious and non-religious views. The draft will be amended to reflect Members' comments. Whilst the curriculum has been disapplied, it was presumed that collective worship would continue e.g. virtually by class or groups to assure social distancing. WASACRE has circulated guidance and innovative ideas to schools for collective worship and wellbeing.

Some concern was expressed about alternative names other than RE which could potentially undervalue RE.

Members were urged to take some time to read the draft response and send any further comments in by e-mail for inclusion in the final version.

MONMOUTHSHIRE COUNTY COUNCIL

Minutes of the meeting of Standing Advisory Council on Religious Education (SACRE) held at Remote Meeting on Friday, 26th June, 2020 at 10.00 am

10. WASACRE business

- i. WASACRE Advice to Schools in Wales on Collective Worship during the Covid-19 Pandemic: SACRE received the information.
- ii. Other Business: Despite the current restrictions , WASACRE has been busy with many consultation meetings, writing letters, updating the SACRE handbook, working parties and providing support for RE
- iii. Election for Executive members and Vice Chairperson for WASACRE Executive Committee:

Following an election in which the three groups voted, it was agreed that Monmouthshire SACRE's vote for membership of the WASACRE Executive Committee would be for John Meredith and Heather Hanson and Jennifer Harding – Richards (job share).

Dr. Louise Brown left the meeting during consideration of the vote for Vice Chair of WASACRE.

Monmouthshire SACRE's vote for Vice Chair of WASACRE went to Dr. Louise Brown.

Dr. L. Brown re-joined the meeting.

- iv. WASACRE Website and Social Media update: It was noted that the WASACRE website is being redesigned and a Facebook profile is to be established. WASACRE is trying to build a following on Twitter – Members were invited to follow and retweet @WASACRE
- v. Dates of future WASACRE meetings and confirm representation: Due to COVID 19, the Spring WASACRE meeting was cancelled and the summer meeting postponed.

11. To confirm the date of the next SACRE meetings for 2020 - 2021

Meeting dates to be arranged.

The meeting ended at 12.10 pm

Monmouthshire SACRE Membership 2020

County Councillors (6)
County Councillors R. John
County Councillors T. Thomas
County Councillors P. Pavia
County Councillors A. Webb
2 Vacancies
Representing the Church in Wales (1)
Dr. A. Daly
Representing the Roman Catholic Church (1)
Mr. A. Szwagrzak
Representing the Free Church Council (4)
Dr. L. Brown (Methodist Church)
Mrs. S. Gooding (Presbyterian Church/ Baptist Church)
Revd. Dr. P. Baines (Baptist Church)
Captain N. Pryor (Salvation Army)
Representing the Baha'i Faith:
Mrs. S. Cave
Representing the Buddhist Faith:
Ngakpa Namgyal Chatral
Representing the Hindu Faith:
Vacancy
Representing the Jewish Faith:
Vacancy
Representing the Muslim Faith:
Vacancy
Representing the Sikh Faith:
Vacancy
Representing Teachers Associations (7)
Vacancy
Mr. N. Jenkins
Ms. C. Smith
Ms. K. Wilding
Ms. K. Christofi
Ms. M. Millington
Mrs. S. Hamar
Co-opted Members (2)
2 Vacancies
Others
Paula Webber (R E Consultant)
Sharon Randall-Smith (Representing Chief Officer, Children and Young People)

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MONMOUTHSHIRE COUNTY BOROUGH COUNCIL

DATE: FRIDAY 13TH NOVEMBER 2020

REPORT TO: STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

SUBJECT: SACRE ANNUAL REPORT

A PURPOSE OF REPORT

To offer to members of SACRE the draft annual report for 2019/20

B BACKGROUND

Annual Report

This is the Draft Annual Report for Monmouthshire SACRE. This report outlines the activities of SACRE during the academic year 2019/2020.

C RECOMMENDATION:

Members of the SACRE are requested to consider, note, and approve the report. The report is then finalised, translated, and sent to Welsh Government by 30th December 2020.

SACRE to be updated on the following issues arising from the report:

SACRE membership
Curriculum for Wales 2022
The Locally Agreed Syllabus and the RVE supporting framework
Monitoring RE and Estyn inspections
Professional learning for RE and Learning Network Schools
Collective Worship
Holocaust Education
GCE and GCSE Examination Arrangements
Training of SACRE Members

The report will also be circulated to other interested parties as outlined in the report.

D Background Papers:

SACRE Annual Report 2019/20

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Annual Report



CYNGOR
monmouthshire
COUNTY COUNCIL
sir fynywy

Standing Advisory Council on Religious Education (SACRE)

1st August 2019 - 31st July 2020

A MESSAGE FROM MONMOUTHSHIRE SACRE MEETING

Monmouthshire SACRE members would like to express their gratitude to all those working within the education sector for their care, support and dedication to the children and young people of Monmouthshire throughout the Covid-19 pandemic. The 2019-2020 academic year has been an unprecedented time bringing challenges we could never have imagined a year ago. The thoughts of SACRE members are with all those who have been affected by the virus, including those who have become ill, and those who have sadly lost loved ones.

Members would like to remind practitioners that we can provide advice and support for teaching, learning and blended learning resources for Religious Education. We can also provide advice on RE in the Curriculum for Wales 2022. Additionally, support from is available for planning and delivering collective worship during this current climate.

Monmouthshire SACRE welcomes correspondence from schools via:

Wendy Barnard, Clerk to Monmouthshire SACRE

WendyBarnard3@monmouthshire.gov.uk

Paula Webber, EAS Professional Learning Adviser (RE and SACRE)

paula.webber@sewaleseas.org.uk

DRAFT

**THE ANNUAL REPORT OF MONMOUTHSHIRE STANDING ADVISORY COUNCIL
FOR RELIGIOUS EDUCATION (SACRE) -
1ST AUGUST 2019 – 31ST JULY 2020**

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SECTION 1: INFORMATION ABOUT SACRE

1.1 Duty to Establish a SACRE

All Local Authorities are required to constitute a Standing Advisory Council for Religious Education (SACRE) within their local region.

1.2 Composition of SACRE

Representation on SACRE is required as follows:

- Such Christian and other religious denominations as, in the opinion of the Local authority, will appropriately reflect the principal religious traditions in the area
- Associations representing teachers
- The Local Authority

1.3 Membership of SACRE

The list of members of Monmouthshire SACRE is set out in Appendix 1.

During 2019-2020 SACRE have continued to endeavour to fill vacancies, however this effort was curtailed due to the impact of the Covid-19 pandemic and some positions remain vacant. SACRE has written to several organisations including CYTUN (Churches Together in Wales), the Interfaith Council for Wales and the Onyx Link Foundation to maintain representation with limited success to date.

Welsh Government guidance was received from the Minister for Education, Kirsty Williams, concerning representatives from organisations representing non-religious beliefs such as Humanists to sit on Committee A. A report will be presented to Council to revise the terms of reference and to consider Humanist representative. However, this effort has been delayed due to a variety of circumstances, including the Covid-19 pandemic.

Teaching associations have been notified of a vacancy in Committee B.

SACRE began the process of filling co-opted vacancies in the summer term of 2020. It was noted that the Chair can invite anyone to a meeting to make presentations etc. and that this may be a possible way to identify suitable persons for co-option.

1.4 Functions of SACRE

- To advise the Local Authority on worship and the religious education to be given in accordance with the Agreed Syllabus including methods of teaching, advice on materials and the provision of training from teachers.
- To consider whether to recommend to the Local Authority that its current Agreed Syllabus should be reviewed by convening an Agreed Syllabus Conference.
- To consider whether the requirement of religious worship in a county school should be 'broadly Christian in nature' should be varied (determinations)

**THE ANNUAL REPORT OF MONMOUTHSHIRE STANDING ADVISORY COUNCIL
FOR RELIGIOUS EDUCATION (SACRE) -
1ST AUGUST 2019 – 31ST JULY 2020**

- To report to the Local Authority and Welsh Government on its activities on an annual basis.

1.5 Meetings

The autumn meeting of SACRE was postponed during the 2019-2020 academic year due to extenuating circumstances. However, SACRE did meet on three occasions during the year.

- Friday, 13th March 2020 at 10.00 am - County Hall, The Rhadyr, Usk, NP15 1GA on
- Friday, 26th June, 2020 - Microsoft Teams
- SACRE also held a special meeting to discuss the Welsh Government consultation on Religion Values and Ethics on 19th June 2020.

SACRE has resolved that, where possible, meetings will be held at alternative venues such as schools. However due to the current situation with the Covid-19 pandemic meetings were held online in the Summer Term and will be held in this way until it is deemed safe to hold face to face meetings.

1.6 Circulation of the Report

Copies of this report are circulated electronically to those organisations and establishment listed in Appendix 3. It is also available on the Local Authority and WASACRE website.

SECTION 2: EXECUTIVE SUMMARY OF ADVICE GIVEN BY SACRE

The Covid-19 pandemic has impacted the work of Monmouthshire SACRE during 2019-2020. SACRE has been able to provide support to schools via email and through the partnership work with the South East Wales Education Achievement Service (EAS). The EAS Professional Learning Adviser to SACRE, Ms. Paula Webber has been available to provide advice and support to schools on Religious Education and collective worship throughout the national lockdown and has continued to work with both the Wales Association of Standing Advisory Councils on Religious Education (WASACRE) and the National Advisory Panel on Religious Education (NAPfRE). Additionally, the SACRE Clerk has continued to distribute and receive relevant correspondence to schools.

Summary of the advice given to the local authority by SACRE

2.1 ADVICE ON RELIGIOUS EDUCATION

Monitoring the provision and standards in RE

School Inspection Reports

Monmouthshire SACRE considers and analyses school inspection reports. If there are any issues regarding RE, such as non-fulfilment of statutory requirements, then the LA follows this up. During 2019-2020 there were no issues of non-fulfilment of statutory requirements for RE identified within the reports and follow up action was unnecessary. However, the SACRE discussion led to an interest in supporting outdoor learning for RE considering the Covid-19 pandemic. SACRE would like to set up a working party to begin in 2020-2021.

SACRE usually writes to schools congratulating them on their success in inspections and to offer additional advisory support where necessary.

Self-Evaluation Reports

SACRE continued to request self-evaluation reports from schools outlining the range and quality of provision for Religious Education and Collective Worship. However, due to the Covid-19 pandemic this work was interrupted in the spring and summer terms, the wellbeing of learners and practitioners being of paramount importance.

Analysis of Examination Results

In past years SACRE has analysed examination results over a three-year period and identified trends in performance benchmarked against all Wales data. Schools are usually informed of the outcomes of this analysis and SACRE raises any issues schools should be addressing as a result of this analysis. From summer 2019, Welsh Government introduced new arrangements which prevented the sharing of individual school performance data, Local Authority aggregated data and national data. As a result, this analysis did not take place and this continued in 2019-20 due to the impact of the Covid-19 pandemic.

SACRE is awaiting guidance from WASACRE on the nature of information that can be shared with SACRE members because of changes to guidance on the sharing of school data from the Welsh Government.

THE ANNUAL REPORT OF MONMOUTHSHIRE STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE) - 1ST AUGUST 2019 – 31ST JULY 2020

Agreed Syllabus

Date of adoption of current Agreed Syllabus: September 2008
Agreed Syllabus implementation date: September 2008
Last Review date: September 2013

The LA is required to fulfil the legal requirement to review the agreed syllabus for RE on a five yearly basis and ensure the agreed syllabus is being implemented in schools

Monmouthshire SACRE has been updated on a termly basis on curriculum developments including the development of the Humanities Area of Learning and Experience. SACRE have responded to the Welsh Government consultations on the white paper and the draft Curriculum for Wales 2022. SACRE is awaiting the publication of the Curriculum for Wales 2022 in January 2020 and further details from Welsh Government on the national RE Framework. SACRE will give due regard to the Curriculum for Wales 2022 when reviewing the Monmouthshire Agreed Syllabus. SACRE have also responded to the Welsh Government consultation on Religion, Values and Ethics and have received the Senedd Parliament consultation on the Curriculum and Assessment Bill for consideration and response by 29th September 2020.

TEACHING MATERIALS

SACRE has a duty to ensure that schools are informed of suitable resources

1. All schools were informed of the 2020 Holocaust Memorial Day theme and that free Holocaust resources could be found on the website www.hmd.org.uk – these include lesson plans, film clips, case studies, collective worship/assembly material and worksheets suitable for primary to post 16 students.
2. RE Learning Resources – Randolph's Spiritual Quest was sent to all primary schools.
3. Learning Network Schools and offer of support for RE was sent to all schools.
4. Information about a training the event Understanding Humanism was sent to all primary schools.
5. Questionnaire from Qualifications Wales on reformed GCSE qualifications – sent to all secondary schools.

TRAINING FOR TEACHERS

SACRE has a responsibility to ensure that teachers can access appropriate Professional Learning.

The Education Achievement Service provides Professional Learning to schools within Monmouthshire on behalf of the Local Authority. During 2019-2020 the EAS provided RE specific training to secondary school practitioners via Learning Network Schools and the Professional Learning Adviser for and SACREs. The focus of the training was improving standards in GCSE Religious Studies. However, the practitioners attending also received training on the new curriculum and updates on the work of SACREs, WASACRE and other relevant bodies. There was also a focus on moderation of

marking, sharing good practice and collaboration in the development of resources for Religious Studies.

2.2 COLLECTIVE WORSHIP

Monmouthshire SACRE endeavours to ensure that schools fulfil statutory requirements for collective worship and provide a worthwhile experience for pupils.

Monmouthshire SACRE monitors the sections of inspection reports that are concerned with collective worship and SMSC and the LA follows up on any non-fulfilment of statutory requirements by requesting their action plan. The provision for collective worship had positive comments stating that schools were promoting pupils' spiritual, moral and cultural development well.

Schools have been informed by SACRE of appropriate resources and websites that support collective worship in schools e.g. HMD 2020.

OTHER ISSUES:

Aim: To ensure a more informed SACRE through providing regular updates on local and national issues.

1. SACRE has maintained its membership of WASACRE and receives termly feedback from the meetings of the Association.
2. The RE Adviser to SACRE is a member of NAPfRE and regularly attends meetings on SACRE's behalf.
3. SACRE has received regular updates on the development of the new curriculum and the implications for religious education.
4. Members have received presentations this year from their Professional Learning Adviser Ms. P. Webber, to update them on the review of the Curriculum for Wales and its implications for RE, including the development of the national RE Framework.

SECTION 2: ADVICE ON RELIGIOUS EDUCATION

2.1 The Locally Agreed Syllabus

Date of adoption of current Agreed Syllabus: September 2008
Agreed Syllabus implementation date: September 2008
Last Review date: September 2013

2008 Agreed Syllabus

In 2008 SACRE endorsed and adopted a new Agreed Syllabus for Authority's schools with effect from September 2008. The concepts and skills based Agreed Syllabus is fully in line with the National Exemplar Framework for RE and the Foundation Phase. Printed copies of the Agreed Syllabus were distributed to schools and supporting guidance materials.

Teacher representatives on SACRE reviewed the effectiveness of the Agreed Syllabus in 2013 in line with the five-year requirement and reported back to SACRE. It was felt overall the programmes of study remained effective but with some revision to the Level descriptors. SACRE endorsed the re-adoption of the Agreed Syllabus and agreed that any changes should be in line with the Curriculum for Wales review.

Agreed Syllabus Review

During 2019-2020, Monmouthshire SACRE has been updated on a termly basis of developments with the new Curriculum for Wales. In the Autumn Term SACRE representatives attended consultations with Welsh Government to receive an update on progress being made with the Curriculum for Wales 2022 and the RE Framework.

SACRE is awaiting further details from Welsh Government on the RE Framework that will support the Curriculum for Wales 2022. The LA will convene an Agreed Syllabus Conference during 2019-2020 following the final publication of the curriculum guidance.

2.2 Standards in religious education

SACRE analyses school inspection reports and gleans what information it can in relation to religious education. SACRE has established a process of asking schools to provide their own evaluation of the provision of religious education shortly after the school is inspected by Estyn. The monitoring of standards via inspection reports has been disrupted during 2019-2020 due to the impact of the Covid-19 pandemic. However, SACRE considered reports from one secondary school and one primary school. Both reports, made confidentially available to members, had many positive aspects demonstrating high standards, as summarised by the RE Adviser. Development points will be a focus for improvement going forward.

Whilst SACRE has no formal role in monitoring provision in Voluntary Aided Schools but can offer support and congratulations. SACRE has a monitoring role in Voluntary Controlled Schools and schools maintained by the local authority. It was further clarified that if there are problems in Voluntary Aided Schools there would be no involvement from SACRE. Intervention would be made by the Diocese or Archdiocese as

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appropriate. It was emphasised that there is a very good relationship between the local authority, SACRE and the Diocesan Directors of Education. SACRE will always offer support to all schools as appropriate.

It was agreed that letters would be sent by the Chair and Education Officer to recognise the inspection outcomes at the schools.

2.2b Examination Results 2020

In previous years, examination results achieved by pupils at secondary schools have been analysed and considered during SACRE meetings. A three-year analysis would be conducted so that a comparison could be made, and trends identified. Cohort entry numbers were also analysed, and a comparison made to Consortia and All -Wales figures (where available). The 2020 examination results data were not analysed as there has been a change in national guidance surrounding how results are reported and how data is used. WASACRE is currently awaiting information from Welsh Government about how any analysis of data will be gathered and reported going forward.

Schools were updated on the changes to 2020 GCSE and GCE examinations for Religious Studies by the Education Achievement Service. The EAS Adviser for RE raised issues concerning the examinations for Religious Studies and her views were shared with the WJEC via senior leaders within the EAS.

Monmouthshire SACRE distributed a questionnaire from Qualifications Wales on reformed GCSE qualifications to all secondary schools.

During the spring meeting information was provided to SACRE about the Equality and Diversity qualification that awards students 2 B grade GCSEs. The Adviser explained that some Headteachers are seeking to timetable this instead of RE at KS4. It was pointed out that the qualification does not cover the requirements of the locally agreed syllabus. Chief Officers have been written to and schools will be contacted in due course. It was suggested that members research the specification for the course. Welsh Government and WASACRE is monitoring the situation.

2.3 Methods of Teaching, Teaching Materials and Teacher Training

Professional Learning

Comprehensive advice on methods of teaching and the choice of teaching materials is provided by the authority. Schools also have access to the RE Adviser to SACRE via the EAS for individual school support.

The EAS appointed Ms. Paula Webber as a full time Professional Learning Adviser for RE and SACRE from September 2018. The EAS provides a range of training courses for schools which are advertised centrally through CPD on-line. This has included RE specific training to secondary school practitioners via Learning Network School leads and the Professional Learning Adviser for RE and SACREs.

During 2019-2020 the following Professional Learning relevant to RE was offered within the region:

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The EAS appointed two Learning Network Schools leads for RE during 2019-2020. Three Learning Network meetings for secondary HODs of RE were held during the academic year. The focus of the network meetings was improving standards in GCSE Religious Studies. However, the practitioners attending also received training on the new curriculum and updates on the work of SACREs, WASACRE and other relevant bodies. There was also a focus on moderation of marking, sharing good practice and collaboration in the development of resources for Religious Studies.

Agenda for LNS PL Sessions held during 2019 – 2020 are as follows:

Session 1 (Gwynllyw): Tuesday the 22nd of October 2-4pm – GCSE Review of Unit 1&2 –

- A review of the 2017/18 GCSE examination papers Unit 1&2 – common pitfalls/evaluation questions/where pupils did well/where pupils went wrong/Item Level Data.
- Sharing good practice resources for the new GCSE specification – Unit ½
- DDPs – EAS presentation.
- Update on Curriculum development
- ‘Looking Forward’ – English and Welsh materials to be shared with everyone / sharing resource ideas.

Session 2 (Gwynllyw): Wednesday the 11th of December 2-3pm – A Level Review (Unit 2/4/5) –

- A review of the 2017/18 AS/A Level examination papers Unit 2/4/5 – common pitfalls/evaluation questions/where pupils did well/where pupils went wrong/Item Level Data.
- Sharing good practice resources
- ‘English and Welsh materials to be shared with everyone / sharing resource ideas.
- Schemes of work.
- Use of video clips.

Session 3 (Bassaleg): Tuesday the 4th of February 2-4pm – Revision Hints, Tips and Techniques –

- What makes good teaching and learning in RE?
- Sharing resources, materials and good practice – to be provided in both English and Welsh.
- Pedagogy.
- How do we deal with the heavy content – Flipped learning/assessment for learning/Skills based learning.
- The Curriculum for Wales 2022 and the RE Framework
- Sharing good practice – Revision hints and tips.
- Sharing revision resources.

Session 4, which was due to be held in March 2020, was cancelled due to the Covid-19 pandemic.

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During the summer meeting SACRE were informed by the Adviser that in previous years the EAS appointed learning networks for different subjects, including RE. However, future funding will be allocated to Areas of Learning and Experience (AoLE). Lead practitioners will cover all humanities subjects. The RE Adviser will still be able to work with schools to provide bespoke support for RE. SACRE discussed the benefit of setting up virtual communities for support will be beneficial. Concern was expressed that Heads of Humanities would need a certain level of understanding of all the subjects to be able to fully support RE in the new curriculum. SACRE conveyed concern that RE has an equitable split of the funding for resources and training and questions were asked about the professional staff should address each discipline equally. It is up to schools to decide the approach to curriculum design and implementation, however all five Humanities subjects will need to be visible. As learners move to progression steps 4 and 5, they will need to be more aware of differences between the subjects.

It is the role of SACRE to advise the LA. If concerns are raised, and Professional Learning is needed, SACRE can advise that the LA procure the necessary resources/training from the EAS.

Estyn Updates

SACRE and schools are aware of the recommendations of the RE Thematic Report on KS2 and 3 that had been undertaken by Estyn in June 2018. SACRE members ensure there is consideration of the recommendations during SACRE meetings when RE is being discussed.

Teaching Materials

A wide range of teaching materials have been made known to schools by SACRE as follows:

Holocaust Memorial Day 2020 Resources

A letter was sent from SACRE to all schools were informed of the 2020 Holocaust Memorial Day and that Holocaust Memorial Day (HMD) takes place on 27 January each year and is a time to remember the millions of people murdered during the Holocaust, under Nazi Persecution and in the genocides which followed in Cambodia, Rwanda, Bosnia and Darfur. Schools were reminded that Holocaust Memorial Day is a time to learn the lessons of the past and recognise that genocide does not just take place on its own - it's a steady process which can begin if discrimination, racism and hatred are not checked and prevented.

The Holocaust Memorial Day Trust produces materials specific to the theme of Holocaust Memorial Day. The theme for 2020 was *"Stand Together"* and explored how genocidal regimes throughout history have deliberately fractured societies by marginalizing certain groups, and how these tactics can be challenged by individuals standing together with their neighbours and speaking out against oppression.

HMD 2020 marks the 75th anniversary of the liberation of Auschwitz, which is a significant milestone and is made particularly poignant by the dwindling number of

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survivors who are able to share their testimony. It also marks the 25th anniversary of the Genocide in Bosnia.

Schools were informed by SACRE that further information about the theme and free educational Holocaust resources can be found on their website www.hmd.org.uk – these include lesson plans, film clips, case studies, collective worship/assembly material and worksheets suitable for primary to post 16 students.

NEW RESOURCES FOR THE CURRICULUM FOR WALES 2022

Monmouthshire SACRE distributed a new religious education series of resources for the Curriculum for Wales 2022 to primary schools. The resources have been published online and are available as a free download. *Randolph's Spiritual Quest and Search for Meaning Series* for 8- to 11-year-old learners is a *Welsh Government sponsored resource* created to support learning in Religious Education in the Curriculum for Wales 2022. The series reflects an enquiry-based, inter-disciplinary approach to Religious Education, which is set within a Humanities' learning context. The flexible and non-prescriptive character of *Randolph's Spiritual Quest and Search for Meaning Series* makes it an ideal bridging resource, being equally relevant to the current Curriculum for Wales 2008 and the coming Curriculum for Wales 2022.

Themes explored in the series include:

- Bringing Health and Healing
- Caring for the Future
- Living with Nature
- Making Spiritual Journeys
- Remembering the Past
- Serving Others

The storybooks, films, music, and teachers' guide are available as FREE downloads on the Welsh Government Hwb website and the St Mary's Centre, Wales, website:

Hwb:

<https://hwb.gov.wales/repository/tree?sort=created&language=en>

St Mary's Centre:

<http://www.st-marys-centre.org.uk/resources/randalphs%20spiritual%20quest.html>

A new version of the Teachers' Guide will be published as soon as the final version of the Humanities' Area of Learning and Experience guidance is available early in 2020 – The current Teachers' Guide quotes from the Welsh Government draft document and some adjustment in language is anticipated.

The hope of the authors is that *Randolph's Spiritual Quest and Search for Meaning Series* helps to stimulate meaningful and exciting new Welsh pathways in Religious Education, which start new journeys shaped to individual school learning contexts.

LNS Schools for RE

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Practitioners involved in the LNS meetings worked collaboratively to produce and share resources for GCSE Religious Studies.

Managing the Right to Withdraw from Religious Education

Upon request Adviser to SACRE continues to advise schools to use the WASACRE publication on Managing the Right to Withdraw from Religious Education. A copy of this was provided to every school in Wales during 2017-2018. The document is available bilingually in hard copy form. The document is subject to copyright and for sale so therefore a PDF copy is not available for download or distribution.

SACRE RE News Bulletin

A SACRE RE News Bulletin is usually composed by the Adviser to SACRE to share with schools. Due to staff long term absence and the impact of the Covid-19 pandemic bulletins were not shared with schools during the 2019-2020 academic year. During the 2020-2021 academic year the PL Adviser will explore efficient ways of communicating important information with teachers of RE, including a playlist format where up to date information can be accessed at any time.

Visits and Visitors

A list of suggested useful websites as was information on visits and visitors in South Wales has been distributed to schools in recent years and remains available to schools upon request.

Monmouthshire SACRE, through its members, is very proactive in supporting schools by regularly advising on and distributing resources to schools. In addition, many of its representatives of religion and belief make individual visits to schools to support with RE lessons. SACRE will continue to consider further ways in which it can support schools through its work.

Artefact Loan Service

The comprehensive collection of Monmouthshire's RE Artefacts is located at five schools around the county and this facility was promoted to schools. One comprehensive school lends artefacts, information and resources to cluster primary schools.

SECTION 3: ADVICE ON COLLECTIVE WORSHIP

School Inspection Reports

During the spring term SACRE meeting the local authority and its SACRE scrutinised relevant sections of Estyn school inspection reports. Two primary school inspection reports were analysed. If any issues emerge regarding collective worship, such as non-fulfilment of statutory requirements, then this is followed up by the LA in conjunction with the EAS Professional Learning Adviser.

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Monmouthshire SACRE members were provided with information about spiritual development, collective worship and any comments made in relation to religious education in the inspection reports of schools inspected in the local authority during September 2019- January 2020.

Recommendations

SACRE noted that Estyn made no recommendations with regards to spiritual development, collective worship or Religious Education. However, it was noteworthy that there were many opportunities for spiritual development across the curriculum that may not being taken advantage of. Professional Learning around this would be beneficial.

3.2 Applications for Determinations

No applications were received from schools for determinations to be made on the lifting of the requirements for collective worship to be wholly or mainly of a broadly Christian character.

SECTION 4: OTHER ISSUES

WASACRE

Monmouthshire SACRE is a member of the Welsh Association of SACREs and its representatives regularly attend meetings. The LA funds supply cover and travel expenses for teacher representatives to attend WASACRE meetings.

During the 2019-2020 academic year issues considered at WASACRE meetings have been fully reported back to SACRE and full discussions have taken place. SACRE welcomes the pro-active work of WASACRE in taking up issues that have implications for RE and keeping member SACRE's fully informed. The PL Adviser to SACRE holds the position of officer on the WASACRE Executive Committee. Monmouthshire SACRE has received regular feedback from Ms Webber and those representing SACRE at WASACRE meetings. Monmouthshire is also represented on the WASACRE Executive Committee by Mrs. Suzanne Gooding.

SACRE were informed that the WASACRE website is being redesigned and a Facebook profile is to be established. WASACRE is trying to build a following on Twitter – Members were invited to follow and retweet @WASACRE. SACRE is looking forward to the new platforms for information sharing that the new website will provide.

NATIONAL ADVISORY PANEL FOR RELIGIOUS EDUCATION (NAPfRE)

The RE Adviser to Monmouthshire SACRE, Paula Webber, is Vice Chair of NAPfRE and regularly attends meetings on SACRE's behalf. In this way SACRE can keep abreast of developments in Wales and play a crucial role in informing decisions and policies that

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affect religious education. NAPfRE have been consulting closely with Welsh Government and other stakeholders during the development of the new curriculum.

CURRICULUM DEVELOPMENT

The Curriculum for Wales 2022 is part of Welsh Government's national mission to raise standards, reduce the attainment gap, and deliver an education system that is a source of national pride and public confidence.

Monmouthshire SACRE received termly updates on the developments being made with regards to Religious Education and the new Curriculum for Wales 2022. SACRE is updated on the development of the framework for RE. SACRE is monitoring the progress of the RE framework in order to consider the local responsibility to produce an Agreed Syllabus that pays due regard to the Curriculum for Wales 2022. It is anticipated that the RE Framework might in due course be adopted or adapted in a Monmouthshire Agreed Syllabus Conference as the Monmouthshire Agreed Syllabus. However, SACREs have not had sight of a draft of this document since December 2019.

WELSH GOVERNMENT CONSULTATION ON LEGISLATIVE PROPOSALS FOR RELIGION, VALUES AND ETHICS

The consultation documents on the Welsh Government consultation on Religion, Values and Ethics were circulated to SACRE Members via email and a special meeting was held to discuss the response from SACRE. Members were also given opportunity to make comments on the draft response prior to compilation of the final version being submitted. It was noted that the faith community and faith schools wished to retain the subject as RE as a change of name in law might conflict with the schools' Trust deeds. Some concern was expressed about alternative names which could potentially undervalue RE.

SACRE considered proposals for the curriculum for schools in Wales and referred to the Minister's press release response to the recent consultation on the following key points.

- Removal of right of parents to withdraw their children from Religious Education lessons, which will presumably come into effect when the new curriculum is launched in 2022
- The name of Religious Education to change to Religion, Values and Ethics when the new curriculum comes into effect

The consultation responses appeared to indicate that consultees were broadly in favour of the proposed changes.

Regarding the change of name to Religion, Values and Ethics, some concern was expressed that the wording of the consultation questions was regarding access to the curriculum, with no separate question about the name.

It was confirmed that SACRE has no remit to consider the proposed change to the name of RSE whilst accepting that there can be an overlap. It is the intention of the Minister that students have a broad and balanced education that reflects society. Religion, Values and Ethics education must be objective, critical and pluralistic.

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SACRE agreed the importance of promoting discrete areas on the curriculum. The Minister will provide support, guidance and training for teachers. SACRE will monitor what is, and becomes, available. As Religion, Values and Ethics will be included within Humanities, there will be more non-specialist teachers delivering lessons. SACRE must support such teachers to access the training available, and support schools and leadership teams. Some concern was expressed that RE teachers feel behind with planning and preparations for the Humanities Areas of Learning and Experience (AOLE).

RELIGIOUS EDUCATION COUNCIL

The RE Adviser to Monmouthshire represents the Wales Association of SACREs on the Religious Education Council for England and Wales and attends its biannual meetings where she can represent SACREs across Wales and be kept informed of national developments across England and Wales. The REC for England and Wales have been working closely with WASACRE and Welsh Government during the curriculum development process.

Senedd Cymru/Welsh Parliament Consultation on the Curriculum and Assessment (Wales) Bill

SACRE was advised by email of the Senedd Cymru/Welsh Parliament Consultation on the Curriculum and Assessment (Wales) Bill on 18th August. This consultation was being carried out by the Children's Young People's and Education Committee. SACRE members were sent the consultation documents immediately and discussion on this was planned for Autumn Term 2020. The deadline for the consultation response is 29th September 2020.

The Framework for Religious Education

During the Autumn Term the work of the RE Framework Group is ongoing, with Paula Webber (EAS PL Adviser RE and SACRE) and Libby Jones (RE Adviser Wrexham) continuing to lead its development. When completed the framework will provide further detail about the relationship between Religious Education, the Agreed Syllabus, and the Areas of Learning and Experience. It was the Welsh Government plan to publish the RE Framework in draft format for consultation in January 2020. This was in order that it would coincide with the publication of the final version of the Curriculum for Wales 2022. Changes to the RE Framework were needed following the redrafting of the Curriculum.

Welsh Government consulted with SACREs on the supporting framework for Religion Values and Ethics during December and January 2020. Information regarding the consultation and the WASACRE feedback was circulated to SACRE. SACRE has not had sight of the document since that time. SACRE were sent updates from WASACRE on 24th and 26th March 2020 on the Welsh Government position in relation to the Supporting Framework and were advised that this consultation has been delayed due to Covid-19.

TRAINING OF SACRE MEMBERS

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Monmouthshire SACRE members received training on the Roles and Responsibilities of SACRE during the Autumn Term meeting. As part of its training for members in 2019-2020 SACRE received updates on the development of the Curriculum for Wales 2022 and its implications for RE. SACRE is very appreciative of the opportunities to become more informed on RE and Collective worship issues in schools.

MEMBERSHIP OF SACRE

The current membership list showing the position as of July 2020 is attached at Appendix 1.

SACRE members have been kept up to date with the progress being made in filling vacant positions and changes of membership of the committee at SACRE meetings. During 2019-2020 SACRE positions for members of Hindu, Jewish, Muslim and Sikh organisations remain vacant. Every effort has also been made to maintain representation from a wide range of organisations. SACRE has written to several organisations including CYTUN (Churches Together in Wales), the Interfaith Council for Wales and the Onyx Link Foundation to maintain representation with limited success to date. SACRE will continue to endeavour to fill these vacancies in 2020-2021.

In 2018 Welsh Government guidance was received from the Cabinet Officer for Education concerning representatives from organisations representing non-religious beliefs such as Humanists to sit on Committee A. A report will be presented to Council to revise the terms of reference and to consider Humanist representative. However, this effort has been delayed due to a variety of circumstances including the Covid-19 pandemic.

SACRE have been successful in filling all but one vacancy in Committee B representing teaching associations. Associations have been notified of this.

In the summer meeting SACRE discussed the vacancies for two (non-voting) Co-opted Members. Existing members were requested to contribute suggestions of suitable persons. SACRE also considered representation/input from learners. It was noted that the Chair can invite anyone to a meeting to make presentations etc. and that this may be a possible way to identify suitable persons for co-option.

During the Spring Term Neil Jenkins replaced Andrew Jones on the Committee B and was also elected as Vice Chair.

A special note of thanks is extended to the Clerk to SACRE Wendy Barnard for all her hard work during the past year.

APPENDIX 1

MONMOUTHSHIRE COUNTY COUNCIL: Membership of SACRE as at 31st July 2020

COMMITTEE A: REPRESENTING ORGANISATIONS OF RELIGION AND BELIEF

Revd. Peter Baines (Free Church Council)
Dr. L. Brown (Free Church Council - Methodist Church)
Mrs. S. Cave (Bahá'í Faith)
Dr. A. Daly (Church in Wales)
Suzanne Gooding (Free Church Council)
Ngakpa Namgyal Chatral (Buddhist Faith)
Nick Pryor (Salvation Army)
Mr. A. Szwagrzak (Roman Catholic Archdiocese)
Vacancy (Hindu Faith)
Vacancy (Jewish Faith)
Vacancy (Muslim Faith)
Vacancy (Sikh Faith)

COMMITTEE B: TEACHER ASSOCIATIONS

Ms. K. Christofi (NAHT)
Mrs. S. Hamar
Mr N, Jenkins
Ms. M. Millington (NASUWT)
MS. C. Smith
Ms. K Wilding
Vacancy

COMMITTEE C: LOCAL AUTHORITY

County Councillor R. John (Chair)
County Councillor P. Pavia
County Councillor T. Thomas
County Councillor A. Webb
Vacancy
Vacancy

CO-OPTED MEMBERS

Vacancy
Vacancy

OFFICERS

Sharon Randall-Smith – Head of Service Children and Young People Directorate
Paula Webber – EAS Professional Learning Adviser (RE and SACRE)

CLERK TO SACRE

Wendy Barnard

APPENDIX 2: SCHEDULE AND AGENDA OF MEETINGS

- **Membership Update**
- **To approve SACRE Annual Report 2018-2019**
- **Curriculum Development:**
 - Minister's Press Release following consultation
 - SACRE's response to new draft framework
- **Monitoring Provision and Standards**
 - Monmouthshire School Inspection Reports
- **WASACRE business**
 - To receive and note minutes from the WASACRE meeting on the 21st November 2019
 - Note date of forthcoming WASACRE meeting, Merthyr Tydfil, 17th March 2020, and confirm representation
 - Nominations for WASACRE Executive and Vice Chair of WASACRE

Friday, 26th June, 2020 at 10.00 am, Remote Meeting

- SACRE Membership update
- Curriculum update: RE supporting framework
- Professional Learning for RE/RVE update
- Monitoring Provision and Standards - Monmouthshire School Inspection
- Reports and Self-Evaluations
- GCSE/GCE examinations during the Covid-19 pandemic
- Learning Network Schools for Humanities - update
- Welsh Government consultation on Legislative proposals for religion, values and ethics
- WASACRE business
 - WASACRE Advice to Schools in Wales on Collective
 - Worship during the Covid-19 Pandemic
 - Election for Executive members and Vice Chairperson for
 - WASACRE Executive Committee
 - WASACRE Website and Social Media update
 - To note dates of future WASACRE meetings and confirm representation: *Summer WASACRE meeting postponed due to Covid-19 pandemic*

APPENDIX 3: Circulation of the Report

A copy of this annual report has been sent to the following organisations:

- Members of Monmouthshire County Council
- Chair of Children and Young People Select Council
- All Monmouthshire County Council maintained primary, secondary and special schools
- Voluntary Aided Schools in Monmouthshire
- All members of SACRE
- Regional Director of the Education Achievement Service
- Welsh Government
- Wales Association of SACRES's (WASACRE)
- Cabinet Secretary for Education Welsh Assembly
- Estyn
- Available to all Local Education Authorities in Wales via the Welsh Association of SACRE's website.

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Consultation on the Curriculum and Assessment (Wales) Bill

Are you submitting this response in a professional or a personal capacity?

Professional

About you/your organisation

If you are responding in a professional capacity, are you responding on behalf of an organisation?

Yes

Organisation

Monmouthshire SACRE

Please provide the information below:

Name	Wendy Barnard, Clerk to SACRE
Role	Clerk to SACRE
Contact email address	wendybarnard3@monmouthshire.gov.uk
Contact telephone number	01633644226

Do you wish to receive email updates on the Bill's progress?

Yes, please

In which language(s) are you submitting?

I am submitting in English only

1.1 Do you support the principles of the Curriculum and Assessment (Wales) Bill? In coming to a view on this, question 1.2 and question 1.3 you may wish to consider the following questions: Is there a need for a new curriculum and if so, why? Should any new curriculum be purpose-led and skills-based, as set out by the Bill? What are your views on how the proposed Curriculum for Wales will be structured and organised? (for example the four purposes, six Areas of Learning and Experience (AoLE), and three cross-curricular skills which are set out in the Bill, and the provision for a What Matters Code and statutory guidance to be issued giving more detail on each AoLE) What are your views on the proposed mandatory curriculum elements of 'Religion, values and ethics' and 'Relationships and sexuality education'? How adequately does the Bill provide for the teaching of the subjects of both Welsh and English in the new curriculum? What are your views on the provisions for exceptions to be made to curriculum requirements? What are your views on the proposed curriculum requirements in non-school settings such as pupil referral units and funded non-maintained nursery settings? What are your views on the provisions in the Bill for assessment and learners' progression?

Yes

1.2 Please outline your reasons for your answer to question 1.1 (we would be grateful if you could keep your answer to around 1,500 words)

Monmouthshire SACRE has not met formally to discuss this consultation as the SACRE meeting fell outside the consultation period. This response is being sent by the Chair of SACRE on behalf of members.

Overall Monmouthshire SACRE supports the principles of the Curriculum and Assessment (Wales) Bill. However, there are some concerns with regards to religious education and the changes to SACREs. Monmouthshire SACRE members agree with the key principles outlined in the Explanatory Memorandum p. 12. We agree that the approach taken within the Curriculum for Wales (CfW) will enable schools to design their school level curricula in a way that enables all learners to develop and embody the four purposes. SACRE members agree that the characteristics of the four purposes will prepare learners in Wales in all aspects of life and work. SACRE is pleased that RE (RVE) will be a mandatory aspect of the new curriculum and that, if taught well, it will support learners' development toward the four purposes in a unique way. SACRE feels that good RE (RVE) will enhance the Humanities Area of Learning and Experience and the curriculum as a whole. There are many links and interdependencies between RE (RVE) and all other areas of learning and experience.

SACRE agrees that the CfW will offer a broad balanced curriculum for all learners, with its cross curricular and mandatory elements, the Literacy and Numeracy Framework (LNF) and Digital Competency Framework as well as the new approach to assessment and so forth. Members agree with the child centred approach to learner progression and that the progression steps in the Humanities AoLE take account of progression in RE (RVE). This needs to be accompanied by suitable qualifications that address the needs of all learners, taking account of the statutory nature of RE/RVE at 14-16.

The "What Matters" statements provide opportunities for rich learning experiences in all subjects including RE/RVE. However, there would need to be a significant amount of time available for planning this new curriculum as well as professional support and professional learning in order to ensure that all schools are given the same opportunities that Pioneer Schools and Innovation Schools have had to develop their curricula in readiness for 2022. SACRE particularly support the experiential nature of the new CfW.

SACRE is concerned that to promote the spiritual, moral, cultural, mental and physical development of pupils, and of society, remains a general statutory duty. SACRE feels that it is a necessity to highlight this in the curriculum guidance. SACRE can see that the four purposes of education as well as many aspects of the curriculum have the potential to strengthen this aspect of education. It will be necessary for Estyn to continue to have a focus on this in the work they do with schools and in inspection reports.

1.3 Do you think there is a need for legislation to deliver what this Bill is trying to achieve? (we would be grateful if you could keep your answer to around 500 words)

SACRE agrees that it is necessary to update the legislation. However, not all suggested changes are required or are appropriate, and some required amendments have been overlooked, for example: The change of name from RE to Religion, Values and Ethics (RVE). This is not a name chosen by, or supported by SACREs, experts or professional bodies, nor by the organisations representing schools of a religious character. SACRE requests that Welsh Government reconsiders this change. It does not as the Explanatory Memorandum suggests, reflect what is explored within the subject. The new name conflicts with the legislation surrounding schools of a religious character as their Tenets require religious education be taught. Welsh Government needs to request sight of these and consider them more carefully before bringing in the legislative changes.

The changes to legislation around SACREs and their inappropriate change of name to SACs are unnecessary. Organisations representing non-religious philosophical convictions are currently allowed to sit on Committee without the need for subdivision and put unnecessary barriers between people who hold religious and non-religious viewpoints. These are unnecessary changes to the composition of SACRE by including group 'aa'. This could impact voting at meetings.

If Voluntary Aided schools have to teach more than one curriculum this will impact their costs in terms of staffing costs and resources as well as curriculum time restrictions.

Curriculum and Assessment (Wales) Bill, Chapter 4, Part 5 Section 62 states:

Teaching and learning provided under this section—

(a) must reflect the fact that the religious traditions in Great Britain are mainly Christian, while taking account of the teaching and practices of the other principal Religions represented in Great Britain, and

(b) must also reflect the fact that a range of non-religious philosophical convictions are held in Great Britain.

(Section 375(3) of the Education Act 1996)

Should this specifically include Wales, the United Kingdom (or Britain) and the wider world rather than 'Great Britain' to reflect the fact that is a Curriculum for Wales? The broad and vague description of philosophical convictions will be a barrier to implementation. This is a legal term. Academically, philosophical worldviews (convictions) can be both religious and non-religious. It is important to get this wording correct and in line with subject specific terminology to avoid confusion. Additionally, the guidance contained within the RE/RVE framework needs to unpack what this means in practice for schools to avoid the dilution of the subject by trying to 'fit in' too much content. Professional Learning is needed so that practitioners know what is required under law and how to put that into practice without losing the rigor of the subject.

The removal of the parental right to withdraw will cause concern to some parents which could potentially result in some parents choosing to home school their children. Members suggest there is a need for awareness raising amongst families that the teaching of RE is to be objective, critical, and pluralistic and that it is not the objective of RE to proselytise.

Funding for professional learning will need to be provided to address key concerns regarding RE, and yet this has been decreased due to Covid-19. SACRE suggests that funding is ringfenced for RE to ensure it takes place. This is necessary given the barriers to implementation that may be caused by removing the parental right to withdraw.

There is a need for relevant bodies to work collaboratively to provide a comprehensive PL package so that all learners in Wales receive their entitlement to the best possible RE/RVE within the Humanities curriculum.

SACRE is pleased to see that the legislation regarding the spiritual, moral, cultural, mental and physical development is not changing. However, the CfW guidance does not refer to this or link this with the four purposes. It is necessary to do so as schools and practitioners need to be made aware that is still a general duty of education.

2.1 Do you have any comments about any potential barriers to implementing the Bill? If no, go to question 3.1 (We would be grateful if you could keep your answer to around 500 words)

The following are barriers to the implementation of the Bill:

Please see the comments above with relation to Section 375(3) of the Education Act 1996

Please see previous comments about SACRE members' concerns about the name to RVE not reflecting the scope or nature of the subject.

VA schools would be impacted in terms of increased workload and financial costs by having to provided

2.1 Do you have any comments about any potential barriers to implementing the Bill? If no, go to question 3.1 (We would be grateful if you could keep your answer to around 500 words)

two curricula for RE/RVE.

Please see previous comments relating to SACREs. This may have implications in terms of local democracy and the changes to the composition of SACREs are not needed.

One of the biggest barriers to implementation would be the lack of specialist Professional Learning for RVE. Welsh Government suggests in the Explanatory Memorandum that this is needed, however SACREs have not been informed how this will take place and who it will be provided by.

SACRE members remind Welsh Government that they need to be consulted on the content of the RE/RVE Framework. They will need to be content with the Framework in order to adopt or adapt it. SACREs have not been consulted on the development of this framework on a regular basis as they were when the Humanities AoLE was being developed. SACRE is concerned that if they are not happy with the content of the supporting framework there will be very little time for amendments before an agreed syllabus conference is needed.

2.2 Do you think the Bill takes account of these potential barriers? (We would be grateful if you could keep your answer to around 500 words)

No.

SACRE suggests that further dialogue is needed with WASACRE and SACREs on the above issues.

There needs to be a national plan for RE specific PL drawn up between Welsh Government, LAs, regional consortia, WASACRE and SACREs. SACREs have not been made aware of any plans for this.

3.1 Do you think there are there any unintended consequences arising from the Bill? If no, go to question 4.1 (we would be grateful if you could keep your answer to around 500 words)

Please see comments above on spiritual, moral, social, mental and physical development. Unless this general duty of education is written into the curriculum guidance and inspected by Estyn a focus on it will be lost to the detriment of learners.

The proposed changes to SACREs could have unintended consequences for the smooth running of SACREs, especially with regard to voting protocol. Additionally, SACREs could lose their identity by removing the name of the subject they advise on from their name.

An unintended outcome will be that SACREs would have an advisory capacity within VA schools which they do not currently have.

There are potential inequalities with differing rights being given to parents in different types of schools. In some schools parents have been given rights for their children to be taught in accordance with the Tenets of their beliefs, and yet this right has been taken away from other parents.

Parents might choose to home school because of the removal of the right to withdraw from RVE.

4.1 Do you have any comments on the financial implications of the Bill (as set out in Part 2 of the Explanatory Memorandum)? If no, go to question 5.1 (we would be grateful if you could keep your answer to around 500 words)

Monmouthshire SACRE members are concerned PL will not be addressed given that the finances set aside for PL can be used flexibly by schools and there has been no ringfencing of money for RE/RVE as explained on p.150-151 of the Explanatory Memorandum, This is despite the need to "ensure a positive impact and to address concerns raised in the responses on the need for high quality RVE and RSE provision we are heavily investing in professional learning." Welsh Government will need to direct LAs and the regional consortia on what and how the PL for RVE is to be funded and delivered. It is essential that this PL is delivered by specialists.

Will Welsh Government be offering VA schools financial assistance and support in dealing this additional cost to them in terms of planning time, resources and staffing?

5.1 Do you have any comments on the appropriateness of the powers in the Bill for Welsh Ministers to make subordinate legislation (as set out in Chapter 5 of Part 1 of the Explanatory Memorandum). If no, go to question 6.1. (we would be grateful if you could keep your answer to around 500 words)

This subordinate legislation would allow Welsh Ministers to change legislation without consulting with educational experts or the public. It is a concern that this would give Welsh Ministers the power to make significant changes such as removing a mandatory aspect of the curriculum like RE/RVE or to make changes to SACREs. Monmouthshire SACRE would like reassurance that subordinate legislation would not allow Welsh Ministers to make such significant changes, particularly to RVE and to SACREs, without consultation.

6.1 Do you have any other points you wish to raise about this Bill? (we would be grateful if you could keep your answer to around 1,000 words)

The Foundation phase would particularly need support as RE has never previously been statutory in nursery settings.

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Legislative proposals for religion, values and ethics (RVE)

Question 1: Do you agree that religion, values and ethics (RVE) should encompass both religious and non-religious beliefs that are philosophical convictions (in line with the European Convention on Human Rights) as described in the consultation document?

Disagree

Supporting comments (no more than 250 words):

The author of this document confuses the composition of SACRE with the nature of RE, showing an alarming lack of awareness that will lead to misinformed responses. Proposals are vague and lack clarity, agreement it could be detrimental to learners.

SACRE cannot agree until terms, e.g. 'philosophical convictions' are better defined. SACRE needs to fully understand the implications for learners and how they change the nature of RE. To include 23 philosophical convictions within Human Rights case law would dilute the time spent teaching the concept of religion. The requirement for religious and non-religious to be on an equal basis appears contrary to the Education Act 1996, Section 375 (3) (See Q9).

High quality RE is currently pluralistic, exploring religious and non-religious worldviews/ philosophical convictions without need for statutory legislative change. This consultation presupposes RE is not taught in this way without providing supporting evidence. Learners themselves hold religious and non-religious worldviews and have opportunity to express their personal worldviews whilst considering those of others. If RE is to do something 'new' then this document does not clearly define what that is. It is good subject specific PL that is essential, rather than legislative change, to ensure quality objective, critical and pluralistic RE to ensure learners receive their entitlement.

SACRE has a deep concern about the inappropriateness of the name RVE - See Q9 - Please give this serious consideration! An inflated emphasis upon values and ethics that are currently only a part of what RE is concerned with.

Question 2: Do you agree that agreed syllabus conferences must have regard to statutory guidance when they are developing their locally agreed syllabus?

Disagree

Supporting comments (no more than 250 words):

To agree, consultees should have sight of the draft Bill, statutory guidance and RE framework. The question would have to be better defined. Members felt unprepared to answer the question accordingly. If SACREs only 'have regard' for curriculum guidance without the detail in the RE framework, skills and content could be lost. The parameters of the question (and the consultation document) are unclear e.g. does this refer to statutory curriculum guidance or to the non-statutory RE framework? More definition is required.

If this refers to the RE framework then it was not agreed in previous consultations that the agreed syllabus conferences must 'have regard' to it as statutory guidance. It was SACRE's understanding the locally agreed syllabus would be paying regard to non-statutory guidance. This would allow the flexibility to consider the views of parents, teachers, governors, and schools in the local context. SACRE fully understands the concept of subsidiarity and that the RE curriculum will be less prescriptive.

What does 'have regard to guidance' mean legally? This is not explained. There are irregularities found within this consultation - 'must have regard to...', 'required to...' and 'in accordance with...' giving a feeling of inequality. It is confusing for LAs, schools, SACREs and the public and needs clarifying.

Question 3: Do you agree with our proposal that community schools and foundation and voluntary schools without a religious character must be required to have regard to an agreed syllabus in designing and implementing RVE?

Disagree

Supporting comments (no more than 250 words):

The question is poorly constructed and does not correlate to the proposal and could lead to misguided responses. It fails to specify the current status of the locally agreed syllabus, which is stronger than the proposed change.

Schools could follow any syllabus if “an agreed syllabus” is not changed to “the locally agreed syllabus.” Explanation needed of confusing language is used throughout the document both “must be required” and “have regard to”.

What does the term ‘in general’ mean within the proposals? What are the exceptions?

Learner entitlement would be weakened. WG needs to explain why an agreed syllabus can be departed from, especially if it has given due regard to the Curriculum for Wales. Who will monitor departures? All learners are entitled to receive RE. Learner entitlement needs to be safeguarded, but this phrase, appears to suggest RE is optional. Schools would not feel obliged to provide RE. SACRE can see no reason to depart from the AS. RE is currently mandatory but is not a statutory part of the curriculum. The reason for making RE a statutory part of the curriculum in Wales is to protect the subject from erosion and learners from leaving school unformed about RE.

Current agreed syllabi offer the opportunity to teach short course RE. This protection offered to would no longer be there as the CFW does not address the learner entitlement to receive a qualification for courses they study. The successful short course ensured further study at A Level.

Question 4: Do you agree with our proposal that parents/carers of learners in schools without a religious character must no longer be able to request provision of RVE in line with tenets of a particular faith?

Disagree

Supporting comments (no more than 250 words):

It is important for schools to respect the child and family’s cultural, religious, and racial background and allow the current freedom of thought conscience and religion and to maintain respect for faith communities. This could be contrary to the 1998 Human Rights Act article 2 protocol 1.

There are inconsistencies in approach within the proposals. How is it fair to have parental rights in relation to schools of a religious character (VA and VC schools) and but not in non-religious, maintained schools? This is contradictory and potentially discriminatory.

This proposal is tied up with legislation concerning the right of withdrawal from RE. If that right is removed, then should this question have been asked? SACRE agree that it is not good to have a national curriculum with opportunities for opt outs. However, it was suggested that the Minister might revisit the removal of the exemption from RE in view of case law *Popageorgiou v Greece*.

In Monmouthshire, there is no secondary VA or VC school, so consequently no freedom of choice to be taught RE in accordance with the tenets of religion that is offered to learners within other local authorities. Therefore, there is inequity. It seems unfair that parents are given rights in some of the proposals and This proposal, removing the right of parents/carers to request denominational RVE in schools without a religious character, does not match the proposal regarding the right of parents/carers to request agreed syllabus RE in schools with a religious character. It could thus be being detrimental to equality.

There is a concern that more pupils could be home schooled should this right be removed.

Question 5: Do you agree with the proposal that voluntary controlled schools with religious character can teach RVE in accordance with the trust deeds of the school or the tenets of the faith of the school if requested by parents/carers?

Agree

Supporting comments (no more than 250 words):

By consensus it was decided to “Agree” subject to the points raised:

Schools should be allowed to teach in accordance with the tenets of the faith.

This should not read “if requested by carers and parents” that could result in whole school opt out if one parent makes a request. Requests should be allowed (via the diocese/school/governors) from parents only ‘for their own child’.

The Church in Wales is investigating whether, if the change in the name from RE to RVE, this has an impact on the trust deeds for schools (trust deeds state RE). Trust deeds must be complied with within those schools and therefore the name change is contentious for both VC and VA schools.

Question 6: Do you agree that voluntary-aided schools with a religious character should be required to teach the agreed syllabus where a parent/carer requests it and should not have discretion to refuse to do so?

Disagree

Supporting comments (no more than 250 words):

Strong disagreement with this proposal for these reasons:

There is a misunderstanding – this should state ‘the locally agreed syllabus’.

Parental requests should only be made for their own child.

An assumption has been made that schools with a religious character are indoctrinating pupils. There is no supporting evidence for this view. SACRE members find such assumptions offensive.

Pluralistic RE already takes place within these schools in terms of broader faith, belief, and values.

Schools aim to meet the four purposes and learners become “informed citizens of the world.” Where schools, of any kind, do not comply it is a matter for advisory support, professional learning, quality assurance and inspection, and not for legislative changes.

This proposal is in direct conflict with Q4. The forceful language used within the consultation document with regards to this question is disconcerting.

There is Inference of a higher level of regard required to [the locally] agreed syllabus for a VA schools.

Why is it that VA schools must teach “in accordance with” and yet schools without a religious character should only “have regard to” the AS?

It would be difficult to deliver two syllabi. SACRE is of the view VA schools should not be forced into teaching other syllabi. This proposal conflicts with trust deeds

There would be a detrimental effect on teacher workload. It would be difficult to make this work (especially with an interdisciplinary approach) and would impact negatively upon learners.

Question 7: We would like to know your views on the effects that these proposals in relation to religion, values and ethics would have on the Welsh language, specifically on:
i) opportunities for people to use Welsh ii) treating the Welsh language no less favourably than the English language What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

- Concern was expressed that the word “not” was omitted from the translation of Q.6. Accurate translation is needed in all guidance in relation to RE, particularly within the RE supporting framework.
- Very important that Welsh Language is treated in an equitable and proper fashion.
- Professional learning should be via both English and Welsh medium.
- Support materials must only be issued when available in English and Welsh medium to comply with current legislation surrounding the Welsh Language.

Question 8: Please also explain how you believe the proposed policy on religion, values and ethics in the Curriculum for Wales could be formulated or changed so as to have: i) positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language ii) no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

- i) positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language
- ii) no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

If the following are done, then both criteria above will be met, and learners would not be disadvantaged in Welsh medium settings.

- Concern was expressed that the word “not” was omitted from the translation of Q.6. Accurate translation is needed in all guidance in relation to RE, particularly within the RE supporting framework.
- Very important that Welsh Language is treated in an equitable and proper fashion.
- Professional learning should be via both English and Welsh medium.
- Support materials must only be issued when available in English and Welsh medium to comply with current legislation surrounding the Welsh Language.

Question 9: We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

* Q1: Every agreed syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain - Education Act 1996, Section 375 (3)

Additional comments

The author of this document confuses the makeup of SACRE with the nature of RE, showing a lack of awareness that is alarming. Proposals therefore will be detrimental to learners.

The consultation exercise has been issued at the wrong time. It is important that before the proposals within the draft Bill, statutory curriculum guidance and draft RE framework are available to fully inform the public, teaching professionals, LAs and schools. Without it the consultation is vague and lacks clarity.

There is a strong concern about the overwhelming assumption that RE in VA schools is not pluralistic. There is no evidence to support this.

There was a view that the consultation document ignores the role and purpose of SACREs and of the locally agreed syllabi.

If there are proposals to review the composition of SACREs, as the consultation document indicates, there should be a full consultation before any changes are made. The purpose of SACREs should be confirmed, plus where the responsibility lies to add or diminish membership and purpose. It is important that the right information is available to make the right decisions.

Monmouthshire SACRE would like to express concern about the name change to RVE which was not supported. The general preference was for it to remain as RE, including the view amongst some major stakeholders, such as the Church in Wales, to retain the name religious education, which may assist in avoiding any conflict or problems with the trust deeds of faith schools.

Submit your response

Do you live in Wales?

Yes

Do you have a business interest in Wales?

Yes

Please provide the first part of your home postcode, e.g. CF10

NP15

You are about to submit your response. Please ensure you are satisfied with the answers you have provided before sending.

Name Wendy Barnard, Clerk to SACRE

Organisation (if applicable) Monmouthshire SACRE

If you want to receive a receipt of your response, please provide an email address. Email address

wendybarnard3@monmouthshire.gov.uk

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MONMOUTHSHIRE COUNTY BOROUGH COUNCIL

DATE: FRIDAY 13th NOVEMBER 2020

REPORT TO: Standing Advisory Council on Religious Education

SUBJECT: SACRE Responses to Welsh Government and Senedd CYPE COMMITTEE consultations

A Purpose of Report

To receive the responses from the Chair of Monmouthshire SACRE to the Welsh government and Children Young People and Education Committee consultations on the Curriculum for Wales 2022

B BACKGROUND

WG Consultation on Religion Values and Ethics

As part of the broader reforms contained within the Curriculum for Wales, the Welsh Government consulted on making changes to the legislative framework that surrounds Religious Education/Religion Values and Ethics (RVE). The Welsh Government, based on current case law, intend that the teaching of RVE must be pluralistic in nature. These changes make explicit what the law already requires – the pluralistic teaching of RE in accordance with the European Convention on Human Rights. In addition, Welsh Government proposed making new provision requiring the local authority, SACRE and ASC to have regard to guidance issued by the Welsh Ministers in relation to the curriculum in developing and adopting an agreed syllabus. The consultation also set out the legislative changes in relation to different types of schools within Wales and how they should use the locally agreed syllabi in the new curriculum arrangements. Within the consultation document Welsh Government stated that *“schools will continue to need to assure themselves that their RVE provision satisfies the pluralistic requirement created by human rights legislation and SACRES, ASCs and Local Authorities will continue to need to assure that any agreed syllabus their develop and then adopt also meets these requirements.”*

SACRE were advised by email of the consultation on Religion Values and Ethics on the new Curriculum for Wales 2022 on 15th May 2020. As a result of the Covid-19 pandemic SACRE members were consulted in a virtual meeting to discuss this issue. An initial draft response was sent to SACRE for further comment. The final response was submitted to WG by 27th July deadline on behalf of the Chair and SACRE.

Senedd Cymru/Welsh Parliament Consultation on the Curriculum and Assessment (Wales) Bill

SACRE was advised by email of the Senedd Cymru/Welsh Parliament Consultation on the Curriculum and Assessment (Wales) Bill late in the Summer Term of 2020. This consultation was being carried out by the Children’s Young People’s and Education Committee. SACRE members were sent the consultation documents immediately and a draft response was sent to SACRE members for

comment during September. The deadline for the consultation response was 29th September 2020. This gave SACRE a very short consultation period outside of school summer holidays. As this deadline did not coincide with the timing of SACRE meetings consultation with SACRE members took place via email and the response was sent on behalf of the Chair to SACRE prior to the deadline.

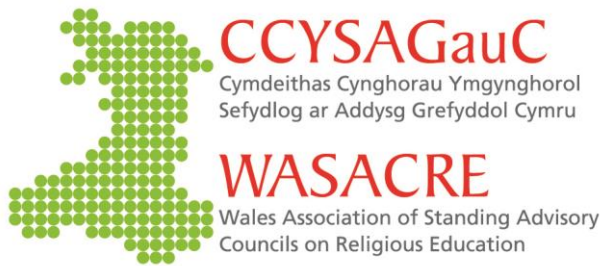
C RECOMMENDATION:

Members of the SACRE are requested to receive the responses to the consultations.

D Background Papers:

Monmouthshire SACRE response to the Welsh Government consultation on Religion Values and Ethics

Monmouthshire SACRE response to the Senedd Cymry/Welsh Parliament Consultation on the Curriculum and Assessment (Wales) Bill.



*Cyfarfod CYSAGau Cymru, Neuadd y Cyngor,
Penmorfa, Aberaeron, Ceredigion SA46 0PA
Dydd Iau, 21 Tachwedd, 2019
10.30a.m. – 3.30p.m.*

Yn bresennol

<p>Ynys Môn Rheinallt Thomas (RT) Gwyneth Mai Hughes (GH)</p> <p>Blaenau Gwent Paula Webber (PW)</p> <p>Pen-y-bont ar Ogwr Edward J. Evans (EE) Angela Hill (AH)</p> <p>Caerffili Paula Webber (PW)</p> <p>Caerdydd Angela Hill (AH)</p> <p>Sir Gaerfyrddin Aled Jones (AJ)</p> <p>Ceredigion Lyndon Lloyd (LL) Mary Parry (MP) Aled Jones (AJ) Lynford Thomas (LT) John Tudor Williams (JW) C. Joyce Howells (JH) Mary Davies (MD) Angharad John (AJ)</p> <p>Conwy Phil Lord (PL)</p>	<p>Sir Ddinbych Phil Lord (PL)</p> <p>Sir y Fflint</p> <p>Gwynedd</p> <p>Merthyr Tudful Angela Hill (AH)</p> <p>Sir Fynwy Paula Webber (PW)</p> <p>Castell-nedd Port Talbot Rachel Samuel (RS)</p> <p>Casnewydd Paula Webber (PW)</p> <p>Sir Benfro</p> <p>Powys</p> <p>Rhondda Cynon Taf Angela Hill (AH)</p>	<p>Abertawe Jennifer Harding-Richards (JHR) Alison Lewis (AL)</p> <p>Torfaen Paula Webber (PW)</p> <p>Bro Morgannwg Angela Hill (AH) Marged Williams (MW)</p> <p>Wrecsam Libby Jones (LJ) Tania ap Siôn (TaS)</p> <p>Sylwedyddion</p> <p>Cyflwynwyr</p> <p>REMW Paul Morgan (PM)</p> <p>Cofnodion Gill Vaisey (GV)</p> <p>Darpar Ysgrifennydd Alice Parry (AP)</p>
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Cyn y cyfarfod, cafwyd cyfle i fwynhau eitemau cerddorol gan ddisgyblion a staff Côr Ysgol Gynradd Aberaeron.

Cofnodion y cyfarfod

1. Cyflwyniad a chroeso

Croesawyd pawb i Swyddfeydd Cyngor Ceredigion ym Mhenmorfa gan y Cynghorydd Sir, Catrin Miles, Aelod Cabinet dros Wasanaethau Dysgu, Dysgu Gydol Oes a Hamdden. Dywedodd wrth yr Aelodau fod ganddi gyfrifoldeb dros y Gwasanaeth Dysgu Gydol Oes a Hamdden, a bod ganddi gryn ddiddordeb ym mhwnc addysg grefyddol a sut mae'n eistedd o fewn ysgolion Ceredigion ac o fewn y cwricwlwm newydd. Roedd hi'n falch o allu bod yn bresennol yn y cyfarfod ac roedd yn bwriadu aros tan y diwedd.

Croesawodd EE bawb i'r cyfarfod. Cyflwynodd Alice Parry, sydd wedi cynnig dod yn Ysgrifennydd newydd CCYSAGauC. Mae Alice yn gynrychiolydd athrawon ar GYSAG Pen-y-bont ar Ogwr. Cefnogwyd y penodiad yn unfrydol gan yr aelodau.

Siaradodd Alice am ei brwdfrydedd dros AG, dros GYSAGau, a'r cyfle i wasanaethu CCYSAGauC fel ysgrifennydd.

Diolchodd EE hefyd i Paula Webber, yr ysgrifennydd presennol, am y gwaith enfawr a wnaeth hi dros CCYSAGauC fel ysgrifennydd yn ystod ei hamser yn y swydd. Dywedodd fod Paula wedi gweithio'n ddiflino ar ran CCYSAGauC. Roedd yn sylweddoli faint o amser a gymerodd hyn, wrth iddi weithio yr un pryd ar ddatblygu'r cwricwlwm newydd i Lywodraeth Cymru ac ochr yn ochr â'i gwaith llawn amser gydag EAS.

Ategwyd sylwadau EE gan yr aelodau a diolchodd pawb i Paula am ei hymroddiad a'i gwaith rhagorol. Roedd yr aelodau'n falch o glywed y bydd Paula yn dal yn rhan o CCYSGAauC, yn ei swydd fel cyn ysgrifennydd.

2. Adfyfrio tawel

Rhannodd EE feddyliau am yr amseroedd cythryblus hyn. Siaradodd am yr anniddigrwydd, yr anhapusrwydd a'r anghytundeb sydd yn y wlad ar hyn o bryd. Darllenodd linellau o ryddiaith fyfyrion gan Satish Kumar, aelod o'r gymuned Jainaid:

“Arwain fi o farwolaeth at Fywyd, o anwiredd at y Gwir
Arwain fi o anobaith i Obaith, o ofn i Ymddiriedaeth
Arwain fi o gasineb at Gariad, o ryfel i Heddwch
Boed i Heddwch lenwi'n calonnau, ein byd, ein bydysawd.”

3. Ymddiheuriadau

Derbyniwyd ymddiheuriadau gan Kathy Riddick (Blaenau Gwent), Rudi Lockhart (REC), Vicky Barlow (Sir y Fflint), Michesae Gosney (Estyn), Janet Jones (Caerffili), John Mitson (Powys).

4. Cyflwyniad: Cynhadledd EFTRE 2019 – Gill Vaisey

Cafwyd cyflwyniad gan Gill Vaisey, a oedd yn adborth o Gynhadledd Athrawon AG y Fforwm Ewropeaidd a gynhaliwyd yn Nulyn a Belffast ym mis Awst 2019. Bu hi yno fel cynrychiolydd CCYSAGAuC.

Siaradodd Gill am werth a safon y gynhadledd a gynhaliwyd dros chwe diwrnod. Gellir cael manylion ar wefan EFTRE, yn cynnwys papurau'r prif siaradwyr, a gellir lawrlwytho'r rhain o <http://www.eftre.net/>

Yn ei chyflwyniad, canolbwyntiodd Gill ar rannu rhai o'r adnoddau dysgu niferus a gafodd sylw yn ystod y gynhadledd. Pwysleisiodd ei bod yn teimlo y gallai ei phresenoldeb yn y gynhadledd gael yr effaith fwyaf drwy'r ffaith fod yr adnoddau hyn yn cael eu rhannu, drwy GYSAGau, gydag athrawon yng Nghymru, a hynny o fudd i'r disgyblion yn y pen draw.

Tynnodd Gill sylw arbennig at un adnodd fideo a strategaeth ddysgu yr oedd hi'n teimlo oedd yn enghraifft berffaith o sut i ymdrin â Maes Dysgu a Phrofiad y Dyniaethau mewn ysgolion. Gan ddefnyddio clipiau fideo 'Little Things are Big', dangosodd Gill sut y gallai hyn fod yn sail ar gyfer gwaith i archwilio datganiadau Yr Hyn sy'n Bwysig y Dyniaethau ac y gallent gael eu datblygu ymhellach o fewn meysydd pwnc hanes, astudiaethau cymdeithasol ac addysg grefyddol.

Gweithredu: Bydd y cyflwyniad PowerPoint gyda dolenni i'r adnoddau y cyfeiriwyd atynt ar gael i bob CYSAG. Caiff CYSAGau eu hannog i rannu'r rhain gyda'r athrawon yn eu Hawdurdod Lleol.

5. Diweddariadau ar y Cwricwlwm i Gymru 2022

Rhoddodd PW ddiweddariad ar y datblygiadau yn dilyn y cyfnod ymgynghori ac adborth a ddaeth i ben ym mis Gorffennaf 2019. Hysbysodd PW yr aelodau na fydd newidiadau mawr o'r drafft i'r ddogfen derfynol. Maes Dysgu a Phrofiad y Dyniaethau sy'n newid leiaf o'r holl feysydd. Bydd y prif newidiadau yn ymwneud â'r 'deilliannau cyflawniad' a fydd yn newid yn 'ddisgrifyddion dysgu'. Bydd y canllawiau 'cynllunio eich cwricwlwm' yn cael ei gwtogi ac yn mynd yn ganllaw i 'ddylunio eich cwricwlwm'.

Bydd fersiwn ddiwygiedig derfynol y cwricwlwm ar gael ym mis Ionawr 2020 a bydd yn cael ei gweithredu mewn ysgolion a lleoliadau drwy Gymru erbyn mis Medi 2022.

Dywedodd LL fod llawer o bobl ddim yn cefnogi'r cwricwlwm newydd ac y dylai LIC fod yn pwysleisio rôl foesol AG. Awgrymodd y byddai her gyfreithiol i'r cwricwlwm newydd yn codi.

Cyfeiriodd at gyflwyniad Gill lle'r oedd hi wedi cyfeirio ar werthoedd Puerto Rica ar gwrteisi. Awgrymodd ein bod yn byw mewn oes o anghwrteisi ac y dylai'r pwyslais yn y cwricwlwm newydd fod ar hyrwyddo gwerthoedd a moesau yn AG. Mae ef yn teimlo fod y cwricwlwm AG yn rhy academiaidd a heb fod yn hyrwyddo gwerthoedd ac addysg foesol. Mynegodd bryder nad oes sôn am y traddodiadau Cristnogol sy'n bodoli yn Nghymru.

Dywedodd PW ei bod yn dymuno lliniaru'r pryderon hyn oherwydd yn y cwricwlwm newydd, mae'r Pedwar Diben, y datganiadau Yr Hyn sy'n Bwysig, MDdaPh y Dyniaethau ac Iechyd a

Lles i gyd yn mynd i'r afael â moesau, gwerthoedd a moeseg. Cyfeiriodd at gynnwys y syniad o 'gynefin' sy'n golygu ymdeimlad am le a bod hwn hefyd yn cael ei ddefnyddio yn fersiwn Saesneg y cwricwlwm fel ffordd o hybu pwysigrwydd ymdeimlad disgyblion o'u lle yn y byd.

Cyfeiriodd RT at y datganiadau Yr Hyn sy'n Bwysig gan ddweud fod datganiadau 5 a 6 yn arbennig yn edrych yn benodol ar foeseg a chredoau.

6. Diweddariad ar y Fframwaith AG

Dywedodd PW wrth yr aelodau na fydd y fframwaith yn cael ei adnabod mwyach fel y Fframwaith Cefnogi ond yn hytrach Fframwaith AG. Bwriedir ei gyhoeddi ar ffurf drafft erbyn diwedd Ionawr 2020 i ymgynghori arno. Bydd y Fframwaith AG drafft yn cael ei gyhoeddi ar yr un pryd ag y mae'r Cwricwlwm Cymru terfynol yn cael ei gyhoeddi.

Cafwyd cwestiwn am a fydd yr ymgynghoriad presennol ar newid enw AG yn effeithio ar ysgrifennu'r Fframwaith AG.

Cadarnhaodd PW y bydd canlyniad yr ymgynghoriad am y newid enw ynghyd â'r cymal am yr hawl i dynnu'n ôl yn cael effaith ar y Fframwaith AG. Felly, ni ellir cwblhau rhai adrannau o'r Fframwaith ar hyn o bryd.

Rhagwelir y bydd y cyfnod ymgynghori'n dechrau cyn gynted ag y bydd y Fframwaith AG drafft yn cael ei gyhoeddi. Pwysleisiodd sawl aelod fod angen i LIC ganiatáu digon o amser i dderbyn adborth a gwneud newidiadau fel y bo'r angen cyn bod Fframwaith AG terfynol yn cael ei gyhoeddi. Tynnodd PL sylw ar yr angen i LIC sylweddoli fod angen i GYSAGau gyfarfod o fewn y cyfnod ymgynghori gan ei bod yn hanfodol cael eu hadborth nhw. Adroddodd PW fod LIC yn bwriadu anfon llythyr at y CYSAGau i ddweud hyn.

Gweithredu: Cytunwyd y byddai CCYSAGauC yn ysgrifennu at bob CYSAG i bwysleisio pwysigrwydd ymateb i'r ymgynghoriad ar y Fframwaith AG drafft wedi iddo gael ei gyhoeddi ym mis Ionawr 2020. Mae'n hollbwysig fod CYSAG yn cymryd y cyfle hwn i ystyried y Fframwaith AG drafft yn llawn ac yn rhoi ymateb manwl er mwyn sicrhau fod eu barn yn cael ei chlywed drwy'r ymgynghoriad a thrwy hynny'n cael ei hystyried wrth gynhyrchu fersiwn derfynol. Mae rhannu barn eich CYSAG yn y cam hwn yn hanfodol yn y broses o gynhyrchu dogfen y bydd CYSAG yn fodlon ei mabwysiadu neu ei haddasu i ffurfio eu Maes Llafur Cytûn. Mae CCYSAGauC yn argymhell fod pob ALI yn galw cyfarfod CYSAG arbennig er mwyn ystyried ac ymateb i'r Fframwaith AG. Mae'n debyg y byddai'r cyfarfod hwn yn cael ei gynnal ym mis Chwefror 2020, yn dibynnu ar amserlen yr ymgynghoriad.

Esboniodd un athro gynrychiolydd mai tymor y gwanwyn yw'r amser mwyaf anodd i athrawon fod allan o ysgolion i fynychu cyfarfod CYSAG. Cytunodd EE fod cael cynrychiolaeth athrawon yn bwysig a'i fod yn cydymdeimlo â'r anawsterau o gael eich rhyddhau o'r ysgol.

Atgoffwyd yr aelodau mai nod LIC yw bod Cynadleddau'r Maes Llafur Cytûn yn cytuno i fabwysiadu neu addasu'r Fframwaith AG ac yna argymhell hwn i'w ALI i'w fabwysiadu fel eu Maes Llafur Cytûn lleol.

Mewn ymateb i gwestiynau, hysbyswyd yr aelodau y bydd y Fframwaith AG yn cynnwys adran ar AG Ôl-16 er mae'n bosibl na fydd hyn yn orfodol erbyn hynny os yw'r ddeddfwriaeth yn cael ei newid. Ni fydd cynnwys yn y Fframwaith AG ond yn hytrach canllawiau i athrawon ar ddewis cynnwys ar gyfer datblygu eu cwricwlwm eu hunain. Bydd y Fframwaith AG yn cynnwys adran

ar y Pedwar Diben a sut bydd AG yn cefnogi'r rhain. Mae 'Bydolygon' yn cael ei gynnwys yn y Fframwaith AG fel y mae ym Maes Dysgu a Phrofiad y Dyniaethau.

Dywedodd PW a LJ wrth yr aelodau eu bod wedi treulio dau ddiwrnod yr wythnos cynt yn gweithio ar 'gysyniadau' a fydd yn rhan o'r Fframwaith AG. Maent wedi ymrwymo i gynhyrchu dogfen sy'n ddefnyddiol i GYSAGau a Chynadleddau Maes Llafur Cytûn ac yn fwyaf pwysig, sy'n hygyrch a hawdd ei defnyddio i athrawon, pe bai'n cael ei mabwysiadu fel y Maes Llafur Cytûn.

Bydd angen i athrawon gynllunio'u cwricwlwm eu hunain yn seiliedig ar y Maes Llafur Cytûn.

Nodwyd, os nad yw CYSAG yn dymuno mabwysiadu'r Fframwaith AG, byddant yn rhydd i gynhyrchu eu Maes Llafur eu hunain. Fodd bynnag, wedi cael y cyfle i adrodd yn ôl ar y Fframwaith AG a chynnig unrhyw newidiadau, gobeithir y byddai pob CYSAG yn hapus i fabwysiadu neu addasu'r fersiwn derfynol o'r Fframwaith AG fel sail eu Maes Llafur Cytûn.

Holodd MP a fyddai'r Fframwaith AG wedi'i orffen erbyn y dyddiad a ragwelir, o ystyried y gwaith sydd yn dal ar ôl i'w wneud.

Eglurwyd nad oes llawer o ddyddiau ar ôl i PW a LJ weithio ar y ddogfen o dan eu trefniant caffael presennol ac nad yw hyn yn debygol o fod yn ddigon o amser i orffen y ddogfen fel y dymument.

Dywedodd EE fod swm mawr o arian wedi'i wario'n barod ar gynhyrchu'r Fframwaith AG a'i bod yn hanfodol fod LIC yn rhyddhau mwy o arian er mwyn sicrhau y gall y ddogfen gael ei chwblhau a'i golygu fel bo angen yn dilyn yr ymgynghoriad. Pwysleisiodd fod angen i'r gwaith ar y ddogfen gael ei barhau gan yr arbenigwyr AG hynny sydd eisoes wedi cymryd rhan yn y broses o'i hysgrifennu, er mwyn sicrhau dilyniant hyd nes bod y ddogfen yn barod i gael ei chyhoeddi yn ei ffurf derfynol.

Cynigiodd RS fod CCYSAGauC yn ysgrifennu at LIC a'r Gweinidog ynghylch y pryderon a amlinellwyd, gyda chefnogaeth aelodau CCYSAuC.

Gweithredu: CCYSAGauC i ysgrifennu at LIC a'r Gweinidog am yr angen am gyllid ychwanegol i ganiatáu caffael ymhellach yr arbenigwyr AG sydd wedi bod wrthi'n ysgrifennu'r Fframwaith AG. Y llythyr i nodi fod hyn yn hanfodol o safbwynt sicrhau dilyniant wrth gynhyrchu'r ddogfen. Mae'n hollbwysig hefyd fod gan GYSAGau hyder yn y Fframwaith AG ac os ydynt am ystyried ei fabwysiadu neu ei addasu fel eu Maes Llafur Cytûn, bydd angen eu sicrhau fod y mewnbwn gan yr arbenigwyr AG a gaffaelwyd yn gyson drwy gydol y broses, yn cynnwys golygu wedi'r ymgynghoriad.

Holodd un o'r aelodau pam nad oedd y Fframwaith AG wedi cael ei rannu hyd yma er mwyn dechrau trafodaeth. Hysbyswyd yr aelodau fod y ddogfen ym mherchnogaeth LIC ac nad ydyn nhw wedi rhoi caniatâd i'w rhannu yn y cam hwn.

7. Ymgynghoriad Llywodraeth Cymru ar gynigion i sicrhau mynediad i'r cwricwlwm llawn i bob dysgwr

Adroddwyd fod y Pwyllgor Gwaith wedi cwrdd i ffurfio ymateb i'r ymgynghoriad hwn.

Mae'r ymateb ynghlwm fel atodiad i'r cofnodion hyn.

Gwahoddodd EE ymatebion gan yr aelodau ar rai pwyntiau.

O ran hawl rhieni i dynnu eu plant yn ôl o addysg grefyddol, atgoffodd RT yr aelodau fod Sally Holland, Comisiynydd Plant Cymru, wedi dweud wrth CCYSAGauC fod gan bob plentyn hawl i dderbyn addysg lawn.

Drwy godi dwylo, gwelwyd fod consensws pendant yn cytuno â chael gwared ar yr hawl i dynnu'n ôl o addysg grefyddol.

O safbwynt y cynnig i newid enw addysg grefyddol, gofynnodd y Cadeirydd am 'bleidlais gwelltyn' a gafodd y canlyniad canlynol:

Dim newid enw: 7

Newid i Grefyddau a Bydolygon: 0

Newid i Grefydd a Bydolygon: 6

Tynnwyd sylw at y ffaith nad yw athrawon yn gyfarwydd â'r term bydolygon ac y byddai yr un mor wir yn y Gymraeg â'r Saesneg.

Awgrymodd PM ddewis arall, sef 'Crefydd' fel gyda Hanes a Daearyddiaeth er enghraifft.

Cafwyd awgrymiadau am enwau gwahanol gan aelodau eraill, megis Crefydd, Gwerthoedd a Moeseg neu Grefydd ac Athroniaethau.

Awgrymodd LJ fod angen i rieni a phlant gael sicrhad am wir natur addysg grefyddol a bod enw'r pwnc yn bwysig er mwyn cyfleu hyn.

Yn ôl PW, mae ychwanegu 'au' i grefydd fel yn y cynnig 'Crefyddau a Bydolygon' yn newid natur yr enw yn sylweddol ac nid yw'n adlewyrchu'r meddylfryd presennol am natur addysg grefyddol. Cysyniad yw'r term crefydd ac mae'n cyd-fynd â'r meddylfryd y tu ôl i'r cwricwlwm newydd. Felly, mae Crefydd a Bydolygon yn enw mwy addas.

Dywedodd RT fod un mudiad y mae'n gweithio gydag ef, yn teimlo fod gormod o bwyslais yn cael ei roi ar yr adroddiad CoRE i Loegr. Mae ef yn fodlon â'r term addysg grefyddol a byddai'n well ganddo ei gadw fel y mae.

Pwysleisiodd PW a LJ eu bod yn teimlo fod adroddiad CoRE yn berthnasol i Gymru er bod yr ymchwil wedi'i seilio yn Lloegr yn unig. Atgoffodd EE yr aelodau fod Cymru wedi cael gwahoddiad i gymryd rhan o'r cychwyn ond ei bod wedi gwrthod.

8. Cefnogaeth AG broffesiynol i GYSAGau

Nodwyd fod Phil Lord bellach yn gweithio fel ymgynghorydd proffesiynol i GYSAGau Sir Ddinbych a Chonwy, wedi gostwng nifer y dyddiau mae'n gweithio i GwE.

Mae Consortiwm Canol y De wedi sicrhau gwasanaethau Angela Hill, fel gweithiwr Gwasanaethau AG Heddiw, i roi cymorth proffesiynol i'r pum CYSAG sydd yn y consortiwm.

Mae Mary Parry wedi ail-ymuno â ChYSAG Ceredigion fel aelod.

Soniodd LJ eto am y broblem nad yw rhai pobl sy'n cael eu symud i gefnogi CYSAGau yn cael digon o amser i ymgymryd â'r gwaith yn effeithiol. Ategwyd hyn gan PL gan ddweud er bod amser yn cael ei roi i gefnogi'r CYSAG, nid ydynt yn cael yr amser ychwanegol sy'n angenrheidiol i gefnogi ysgolion.

Adroddodd PW fod dal angen cyflwyno papur i Kevin Palmer i ddangos yr angen i bob ALI gael arbenigedd AG er mwyn helpu ysgolion yn effeithiol.

9. Diweddariadau:

REMW

Adroddodd Paul Morgan fod REMW yn cynnig ail-greu mudiad a fydda'n cael ei alw'n REW. Maent yn cynnal trafodaethau gyda gwahanol asiantaethau yng Nghymru sydd â diddordeb ym mhwn AG ac a fyddai'n gwerthfawrogi fforwm rhwydweithio.

REC

Adroddodd PW ar y cyfarfod a gynhaliwyd ar 6 Tachwedd 2019. Derbyniwyd dau fudiad newydd yn aelodau ar y bwrdd, sef Cymdeithas Athrawon AG Gatholig a Chyngor Ismaili'r DU.

Rhoddodd PW gyflwyniad ar y cwricwlwm newydd yng Nghymru.

Mae'r Cyngor yn symud ymlaen ar argymhellion y comisiwn, sydd ddim yn gofyn am newid deddfwriaethol.

Adroddodd ar y prosiect ymchwil arfaethedig ar yr hyn a ddelir gan y term 'Crefydd a Bydolygon'. Ar hyn o bryd mae'r Cyngor yn chwilio am gyllid i'r prosiect ac yn gobeithio y bydd yn arwain at gynhadledd ym mis Mehefin 2020.

PYCAG

Adroddodd LJ ar gyfarfod cynhyrchiol a dywedodd eu bod wedi treulio llawer o amser yn edrych ar yr ymgynghoriad presennol ar y cwricwlwm er mwyn ffurfio ymateb PYCAG.

Tynnodd LJ sylw at dair eitem y byddai PYCAG yn hoffi i CCYSAGaC eu hystyried -

- Dim ond 10 o fyfyrwyr sy'n astudio AG ar lefel Addysg Gychwynnol Athrawon yn y Drindod erbyn hyn. Hoffai PYCAG gynnig fod CCYSAGauC yn ysgrifennu at LIC i ofyn iddynt gynnig bwrsariaethau i fyfyrwyr AG er mwyn hybu recriwtio.

Gweithredu: Cytunodd CCYSAGauC i ysgrifennu at LIC ynglŷn â hyn.

- Mae problem diffyg cydymffurfiaeth gyda darparu AG yn CA4. Mae rhai ysgolion wedi ei chael yn anodd defnyddio'r fanyleb TGAU AG bresennol yn yr amser cyfyngedig a roddir i AG statudol. Mae tueddiad cyffredin i rai ysgolion gynnig cymhwyster gwahanol mewn Cydraddoldeb ac Amrywiaeth yn lle darparu AG. Mae PYCAG yn awgrymu y dylai CCYSAGauC atgoffa ysgolion am eu dyletswydd statudol i ddarparu AG ac nid yw'r cymwysterau amgen hyn yn bodloni'r ddyletswydd honno. Awgrymodd un o'r aelodau y dylai problem diffyg cydymffurfiaeth Ôl-16 gael ei gynnwys yn y llythyr hefyd. Yn dilyn trafodaeth ynghylch cynnwys Ôl-16 yn y llythyr arfaethedig, cytunwyd, gan fod ysgolion yn dal i orfod gweithio o fewn y ddeddfwriaeth bresennol, y dylent gael eu hatgoffa fod darpariaeth yn CA4 ac Ôl-16 yn statudol.

Gweithredu: Cytunodd CCYSAGauC i ysgrifennu at Gadeiryddion CYSAGau a Chyfarwyddwyr Addysg i dynnu eu sylw at yr uchod.

- Roedd CCYSAGauC wedi cytuno i dalu am hyfforddiant i ymgynghorwyr proffesiynol i GYSAGau a Chlercod CYSAGau. Hoffai PYCAG dderbyn y cynnig hwn a dechrau cynllunio'r rhaglen hyfforddiant. Cadarnhaodd EE y byddai hyn yn cael ei drafod yng nghyfarfod nesaf Pwyllgor Gwaith CCYSAGauC.

AREIAC

Adroddodd GV y bydd cynhadledd AREIAC 2020: '*Deep Dive or Shallow Swim: From Syllabus to Classroom*' yn cael ei chynnal ar 6 a 7 Gorffennaf 2020 yn y Windmill Village Hotel, Coventry ac mae gwahoddiad i aelodau CCYSAGauC fynychu.

Yn canolbwyntio ar ddatblygu'r cwricwlwm ar lefel genedlaethol ac ysgol leol, mae'r gynhadledd yn agored i bawb sydd â diddordeb mewn cefnogi AG o safon. Bydd Diwrnod 1 yn ymdrin â datblygu Maes Llafur Cytûn a'i nod yw cefnogi ymgynghorwyr a allai fod yn gweithio gyda ChYSAGau a bydd hefyd yn werthfawr i Gadeiryddion CYSAGau a'r aelodau eu hunain. Bydd Diwrnod 2 yn adeiladu ar y thema hon, gyda sylw ar symud i ddatblygu a chynllunio cwricwlwm seiliedig ar ysgol. Trafodir hefyd ddisgwyliadau Ofsted o safbwynt mynd at wraidd AG. Bydd y diwrnod hwn yn werthfawr i bawb sy'n hyrwyddo rhagoriaeth mewn AG ac mae croeso i athrawon ac eraill sy'n gweithio'n uniongyrchol gyda disgyblion.

Gall y cynrychiolwyr ddewis mynychu'r ddau ddiwrnod neu ddim ond un. Bydd y rhaglen yn llifo o'r dydd Llun i'r dydd Mawrth ond bydd pob diwrnod yn werthfawr ar ei ben ei hun hefyd. Mae'r siaradwyr gwadd hyd yn hyn yn cynnwys, Paul Smalley, Kathryn Wright, Trevor Cooling, Paula Webber a Rudi Lockhart.

Gellir cael manylion llawn ac archebu lle drwy'r wefan neu gyda Gill Vaisey, trefnydd y gynhadledd: areiac.org.uk/public/conf20 neu areiacconference@gmail.com

10. Adroddiad o'r Pwyllgor Gwaith a gynhaliwyd ar 30 Medi 2019

Rhoddodd EE adroddiad llafar o gyfarfod y Pwyllgor Gwaith gan amlinellu'n fras y pynciau a drafodwyd.

Materion LIC: Mae cyfarfodydd tymhorol wedi aildechrau rhwng cynrychiolwyr CCYSAGauC a LIC gyda John Pugsley fel eu cynrychiolydd.

Mae LIC wedi cadarnhau, yn dilyn cyhoeddi'r cwricwlwm newydd, y byddant yn ailystyried y ddeddfwriaeth am Addoli ar y Cyd fel maes ar wahân.

Bydd yr holl ddeddfwriaeth a chanllawiau ar y mater hwn ar wahân i AG.

Dysgu Proffesiynol: Roedd PW a LJ wedi cael cyfarfod â Kevin Palmer a Pauline Smith. Maent wedi cytuno ar gyllid yn benodol ar gyfer dysgu proffesiynol AG.

Mae ewyllys gref i ddarparu cefnogaeth o'r tu mewn i Gymru ac nid gan gyrff masnachol allanol.

Cyfarfodydd â Cymwysterau Cymru: Roedd LJ, PW, EE, ac RS wedi cwrdd â chynrychiolwyr o CC - Philip Baker ac Emer George. Maent yn lansio ymgynghoriad ar yr holl gymwysterau yng Nghymru.

Llawlyfr CYSAG: Mae EE wedi cynhyrchu'r ddogfen hon yn seiliedig ar Lawlyfr presennol CCYSAGauC a llawlyfr NASACRE. Wedi ei gymeradwyo, bydd yn cael ei ddylunio a'i gynhyrchu fel dogfen PDF y gellir ei diweddarau fel bo'r angen.

Gwefan CCYSAGauC: Mae is-grŵp o aelodau'r Pwyllgor Gwaith wrthi'n ceisio datblygu gwefan newydd i CCYSAGauC. O dan ohebiaeth sy'n gysylltiedig â'r wefan, cytunodd y Pwyllgor nad gwefan CCYSAGauC yw'r llwyfan ar gyfer rhannu adnoddau cyhoeddiedig.

GDPR: Mae EE yn ymgynghori ag arbenigwr yn y maes hwn a bydd yn adrodd yn ôl i gyfarfod nesaf y Pwyllgor ar y gofynion i CCYSAGauC.

Twitter a'r Cyfryngau Cymdeithasol: Cytunwyd fod angen codi proffil CCYSAGauC ac y dylid gwneud gwell defnydd o'r cyfleoedd ar y cyfryngau cymdeithasol. Mae GV wedi diweddarau logo CCYSAGauC ar y cyfrif Twitter.

Rheoli Cyfarfodydd CCYSAGauC: Er mwyn sicrhau fod pob eitem ar yr agenda yn cael ymdriniaeth yn yr amser a roddwyd i'r prif gyfarfodydd cytunwyd ar y canlynol:

dim ond i Gadeirydd y CYSAG neu Gyfarwyddwr yr ALI y bydd gwahoddiad i roi croeso byr iawn. Yn y dyfodol ni fyddwn yn gwahodd unrhyw eitemau gan ysgolion ayb. Fodd bynnag, os yw'r awdurdod sy'n croesawu yn dymuno cyfrannu eitem, gallant wneud hynny cyn dechrau'r cyfarfod, fel bod y cyfarfod yn dechrau ar yr amser a bennwyd.

bydd yr adfyfrio tawel / munud i feddwl yn parhau ond bydd rhaid cadw'r rhain yn fyr a chryno oherwydd hyd yr eitemau sydd angen eu trafod;

dylai'r cwestiynau i'r siaradwyr fod yn berthnasol i AG neu Gwricwlwm Cymru yn unig;

bydd cywirdeb y cofnodion yn cael sylw ar ddechrau'r agenda a'r materion i'w trafod ar y diwedd; a

dylai Cadeirydd y cyfarfod fod mor bendant ag sydd angen wrth reoli perthnasedd a hyd y trafodaethau a'r cyfraniadau gan yr aelodau yn y cyfarfodydd.

11. Y CYSAG Effeithiol

Ni thrafodwyd.

12. Cofnodion y cyfarfod a gynhaliwyd yng Nghonwy ar 28 Mehefin 2019

Cytunwyd fod y cofnodion yn gofnod cywir o'r cyfarfod.

13. Materion yn codi

Dim

14. Gohebiaeth

Adroddodd PW ei bod hi wedi derbyn nifer o lythyrau gan athrawon yn holi am adnoddau i'w benthyca yn lleol. Roedd hi wedi eu cyfeirio'n ôl at eu CYSAG lleol. Mae hyn eto yn dangos y problem o beidio â chael ymgynghorydd ym mhob ALI.

Roedd CYSAG Ynys Môn wedi ysgrifennu i dynnu sylw at y diffyg adnoddau dysgu cyfrwng Cymraeg . Rhoddodd RS amlinelliad o rai o'r problemau sy'n golygu diffyg adnoddau – yn

cynnwys oedi mewn cyhoeddi rhai o ddeunyddiau CBAC yn Gymraeg. Dywedodd RS nad oes unrhyw adnoddau ar Hindŵaeth, er enghraifft, er ei bod hi'n dysgu'r pwnc yn ei hysgol. Mae llyfrau'n cael eu cynhyrchu gan CBAC ond mae mwy o deitlau ar gael yn Saesneg nag yn Gymraeg. Nododd un aelod fod angen mwy o siaradwyr Cymraeg i farcio arholiadau Cytunodd RS rannu gyda'r lleill unrhyw adnoddau sydd ar gael neu wedi'u cyfieithu. Diolchodd GH o GYSAG Ynys Môn i RS am y cynnig hwn. Hysbysodd GV yr aelodau fod y deunydd 'Brexit Through the Lens of Ruth' y cyfeiriodd ato yn ei chyflwyniad ar gael yn Gymraeg hefyd a bydd yn ychwanegu'r ddolen at y cyflwyniad PowerPoint.

Cafwyd llythyr gan y Rhwydwaith Rhyng-ffydd yn sôn am y deunydd sydd ar gael ar eu gwefan. Dywedodd PV nad yw hwn o reidrwydd yn gysylltiedig ag AG ond gallai fod o ddiddordeb i'r aelodau.

15. Dangos a dweud

Dywedodd Gill Vaisey wrth yr aelodau ei bod hi'n gweithio ar hyn o bryd gydag wyth o deuluoedd i gynhyrchu cyfres o lyfrau ac adnoddau ar-lein i gefnogi AG i blant 3 - 7 oed. Mae'r gyfres 'Belonging and Believing: My Family' yn canolbwyntio ar blentyn pum mlwydd oed ym mhob teulu ac yn portreadu eu bywyd bob dydd a'r ffyrdd y mae eu credoau'n cael eu mynegi yn y cartref ac yn y gymuned. Rhoddir sylw i deuluoedd sy'n arddel Bwdhaeth, Cristnogaeth, Hindŵaeth, Sikhiaeth, Iddewiaeth, y Ffydd Bahá'i, Islam a dyneiddiaeth, ac mewn rhai achosion, traddodiadau a mynegiannau o gred llai adnabyddus. Dywedodd GV ei bod yn ddiolchgar iawn i'r teuluoedd a gymerodd rhan, y rhan fwyaf ohonynt yn byw yng Nghymru, a dywedodd iddi fod yn ffrainc cael ei chrosawu i mewn i fywydau'r teuluoedd. Mae hi'n gobeithio y bydd y llyfrau a'r adnoddau ar-lein ar gael yn gynnar yn nhymor yr haf.

16. Unrhyw fater arall

Dim

17. Dyddiad y cyfarfod nesaf:

17 Mawrth 2020 – Merthyr Tudful

Diolchodd EE i bawb yn y cyfarfod gan ddiolch yn arbennig i:
Ddisgyblion a staff Côr Ysgol Gynradd Aberaeron;
Dana Jones, Clerc CYSAG Ceredigion;
Gwasanaethau Cyfieithu Cyngor Sir Ceredigion; a
Cyng Catrin Miles, Aelod Cabinet, Gwasanaethau Dysgu, Dysgu Gydol Oes a Hamdden

Attendance

<p>Ynys Môn / Anglesey Rheinallt Thomas (RT) Gwyneth Mai Hughes (GH)</p> <p>Blaenau Gwent Paula Webber (PW)</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward J. Evans (EE) Angela Hill (AH)</p> <p>Caerffili/ Caerphilly Paula Webber (PW)</p> <p>Caerdydd / Cardiff Angela Hill (AH)</p> <p>Sir Gaerfyrddin / Carmarthenshire Aled Jones (AJ)</p> <p>Ceredigion Lyndon Lloyd (LL) Mary Parry (MP) Aled Jones (AJ) Lynford Thomas (LT) John Tudor Williams (JW) C. Joyce Howells (JH) Mary Davies (MD) Angharad John (AJ)</p> <p>Conwy Phil Lord (PL)</p>	<p>Sir Ddinbych / Denbighshire Phil Lord (PL)</p> <p>Sir y Fflint / Flintshire</p> <p>Gwynedd</p> <p>Merthyr Tudful / Merthyr Tydfil Angela Hill (AH)</p> <p>Sir Fynwy / Monmouthshire Sir Paula Webber (PW)</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Rachel Samuel (RS)</p> <p>Casnewydd / Newport Paula Webber (PW)</p> <p>Sir Benfro / Pembrokeshire</p> <p>Powys</p> <p>Rhondda Cynon Taf Angela Hill (AH)</p>	<p>Abertawe / Swansea Jennifer Harding-Richards (JHR) Alison Lewis (AL)</p> <p>Torfaen Paula Webber (PW)</p> <p>Bro Morgannwg / Vale of Glamorgan Angela Hill (AH) Marged Williams (MW)</p> <p>Wrecsam / Wrexham Libby Jones (LJ) Tania ap Siôn (TaS)</p> <p>Sylwedyddion / Observers</p> <p>Cyflwynwyr/Presenters</p> <p>REMW Paul Morgan (PM)</p> <p>Minutes Gill Vaisey (GV)</p> <p>Incoming Secretary Alice Parry (AP)</p>
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Prior to the meeting, musical items were enjoyed from pupils and staff of Aberaeron Primary School Choir.

Minutes of the meeting

1. Introduction and welcome

County Councillor Catrin Miles, Cabinet Member, Learning Services, Lifelong Learning and Leisure, welcomed everyone to Penmorfa Council Offices, Ceredigion. She informed members that she has responsibility for the Lifelong Learning and Leisure Service and has a great interest in the subject of religious education and how it sits within Ceredigion schools and within the new curriculum. She was pleased to be able to attend the meeting and that she was able to stay for the duration.

EE welcomed everyone to the meeting. He introduced Alice Parry who has offered to become the new WASACRE Secretary. Alice is a teacher representative on Bridgend SACRE. Members agreed unanimously to support the appointment.

Alice spoke of her enthusiasm for RE, for SACREs, and the opportunity to serve WASACRE as secretary.

EE also thanked Paula Webber, current secretary, for the enormous amount of work that she has done for WASACRE as secretary over her time in the role. He acknowledged that Paula had worked tirelessly on behalf of WASACRE and recognised how demanding this has been on her time, whilst also working on developing the new curriculum for Welsh Government and alongside her full time employment with EAS.

Members supported EE's comments and thanked Paula for her dedication and excellent work. Members were pleased to hear that Paula would still be part of WASACRE, in the role of immediate past secretary.

2. Quiet reflection

EE shared thoughts about times of turmoil. He spoke of the unease, unhappiness and disagreement within the country at present. He read some reflective prose by Satish Kumar, a member of the Jain community:

“Lead me from death to Life, from falsehood to Truth
Lead me from despair to Hope, from fear to Trust
Lead me from hate to Love, from war to Peace
Let Peace fill our heart, our world, our universe”.

3. Apologies

Apologies were received from Kathy Riddick (Blaenau Gwent), Rudi Lockhart (REC), Vicky Barlow (Flintshire), Michele Gosney (Estyn), Janet Jones (Caerphilly), John Mitson (Powys).

4. Presentation: EFTRE Conference 2019 – Gill Vaisey

Gill Vaisey gave a presentation, as way of feedback, from the European Forum for RE Teachers' Conference which was held in Dublin and Belfast in August 2019. She had attended as a representative of WASACRE.

Gill spoke of the value and quality of the conference which took place over six days. Details can be found on the EFTRE website, including the keynote speakers' papers which are available to download from <http://www.eftre.net/>

In her presentation, Gill focussed on sharing some of the many teaching resources that had been highlighted during the conference. She stressed that she felt her attendance at the conference could have maximum impact by sharing these resources, via SACREs, with teachers in Wales, which would ultimately benefit pupils.

Gill highlighted one particular video resource and teaching strategy that she felt perfectly exemplified how the Humanities Area of Learning and Experience could be approached in schools. Using the 'Little Things are Big' video clips, Gill illustrated how this could be the basis of work to explore the Humanities What Matters statements and could be further developed within history, social studies and religious education subject areas.

Action: The PowerPoint presentation with links to the resources referenced will be made available to all SACREs. SACREs are encouraged to share this with teachers in their Local Authority.

5. Updates on the Curriculum for Wales 2022

PW gave an update on the developments following the consultation and feedback period which ended in July 2019. PW informed members that there will not be major changes from the draft to the final document. The Humanities Area of Learning and Experience is changing the least out of all the areas. The main changes will be around the 'achievement outcomes' which will become 'descriptions of learning'. The 'planning your curriculum' guidance will be slimmed down and will become a guide to 'designing your curriculum'.

The refined final version of the curriculum will be available in January 2020 and this will be implemented in schools and settings throughout Wales by September 2022.

LL stated that many people are not supportive of the new curriculum and that WG should be emphasising the moral role of RE. He suggested there will be a legal challenge to the new curriculum.

He referred to Gill's presentation in which she had referenced the Puerto Rican values placed on courtesy and he suggested that we live in an age of discourtesy and that the emphasis in the new curriculum should be on promoting values and morals in RE. He feels that the RE curriculum is too academic and not promoting values and moral education. He expressed concern that he felt there is no mention of the Christian traditions that exist in Wales.

PW expressed her wish to alleviate these concerns and stated that within the new curriculum, the Four Purposes, the What Matters statements, the Humanities AoLE and the Health and Well-being AoLE all address morals, values and ethics. She referred to the inclusion of the Welsh language concept of 'cynefin', meaning sense of place and that this is also being used

in the English language version of the curriculum as a way of promoting the importance of pupils' sense of place in the world.

RT referred to the What Matters statements and that in particular statements 5 and 6 specifically explore ethics and beliefs.

6. Update on RE Framework

PW advised members that the Framework will no longer be referred to as the Supporting Framework but rather simply the RE Framework. It is intended that it will be published in draft form by the end of January 2020 for consultation. The draft RE Framework will be published at the same time as the final new Curriculum for Wales is published.

A question was raised about whether the current consultation on changing the name of RE will affect the writing of the RE Framework.

PW confirmed that the outcome of the consultation relating to both the name change of RE and the right of withdrawal clause will have an impact on the RE Framework. Therefore, some sections of the Framework cannot currently be completed.

It is envisaged that the consultation period will commence as soon as the draft RE Framework is published. It was stressed by several members that there needs to be adequate time allowed by WG to receive feedback and make amendments as necessary before a final RE Framework is published. PL emphasised the need for WG to realise that SACREs need to meet within the consultation period as it is essential to obtain their feedback. PW reported that WG plan to send a letter to SACREs to this effect.

Action: It was agreed that WASACRE write to all SACREs to stress the importance of responding to the consultation on the draft RE Framework once published in January 2020. It is imperative that SACREs take this opportunity to fully consider the draft RE Framework and provide a detailed response to ensure that their views are communicated via the consultation and can thus be considered in producing a final version. Sharing your SACREs views at this stage is vital in the process of producing a document that SACREs will be willing to adopt or adapt to form their Agreed Syllabus. WASACRE recommends that an extraordinary SACRE meeting is convened by each LA in order to consider and respond to the RE Framework. This meeting would presumably take place in February 2020, depending on the time frame for the consultation.

A teacher representative explained that the spring term is the most difficult time for teachers to be out of schools to attend a SACRE meeting. EE agreed that teacher representation is important and sympathised with the difficulties in being released from school.

Members were reminded that the aim of WG is for Agreed Syllabus Conferences to agree to adopt or adapt the RE Framework and then recommend this to their LA for adoption as the Locally Agreed Syllabus.

In answer to questions, members were informed that the RE Framework will include a section on Post 16 RE even though this may not be compulsory at that stage if legislation is changed. The RE Framework will not include content but rather guidance for teachers on selecting content for their own curriculum development. The RE Framework will include a section on the

Four Purposes and how RE will support these. 'Worldviews' is included in the RE Framework as it is in the Humanities AoLE.

PW and LJ advised members that they spent two days working on 'concepts' last week which will form part of the RE Framework. They are committed to producing a document that is useful to SACREs and Agreed Syllabus Conferences and most importantly that it is an accessible, easy to use document for teachers, should it be adopted as the Agreed Syllabus.

Teachers will need to design their own curriculum based on the Agreed Syllabus.

It was noted that if a SACRE does not wish to adopt the RE Framework they will be at liberty to produce their own Agreed Syllabus. However, having had the opportunity to feedback on the RE Framework and suggest any amendments, it is hoped that all SACREs would be happy to adopt or adapt the final version of the RE Framework as the basis of their Agreed Syllabus.

MP asked whether the RE Framework will be completed by the date envisaged, given the amount of work that still needs to be done.

It was explained that there is a limited number of days left for PW and LJ to work on the document under their current procurement agreement and this is unlikely to be sufficient time to complete the document as they would wish.

EE stated that a vast amount of money has already been spent on the production of the RE Framework and that it is essential that adequate further funds are made available by WG to ensure that the document can be completed and edited as necessary following the consultation. He stressed that work on the document needs to be continued by those RE experts who have already been involved in the writing process, in order to ensure continuity until the document is ready to be published in its final form.

RS proposed that WASACRE writes to WG and the Minister regarding the concerns outlined and supported by WASACRE members.

Action: WASACRE to write to WG and the Minister regarding the need for additional funding to be allocated to allow the further procurement of the RE specialists who have currently been involved in the writing of the RE Framework. The letter to note that this is essential in terms of ensuring continuity in the production of the document. It is also imperative that SACREs have confidence in the RE Framework and if they are to consider adopting or adapting it as their Agreed Syllabus, they will need to be assured that the input from the procured RE experts was consistent throughout the process, including post consultation edits.

A member queried why the RE Framework had not been shared as yet in order to aid discussion. Members were informed that the ownership of the document is with WG and they have not given permission for it to be shared at this time.

7. Welsh Government consultation on proposals to ensure access to the full curriculum for all learners

It was reported that the Executive had met to formulate a response to the consultation.

The response is attached as an appendix to these minutes.

EE invited responses from members on a few points.

In relation to the right of parents to withdraw their children from religious education, RT reminded members that Sally Holland, Children's Commissioner for Wales, had informed WASACRE that the child has a right to receive a full education.

In a show of hands from members, there was a clear consensus in agreement of the removal of the right to withdraw from religious education.

In relation to the proposed name change for religious education, the Chair asked for a 'straw poll' which resulted in votes as follows:

No name change: 7

Change to Religions and Worldviews: 0

Change to Religion and Worldviews: 6

It was highlighted that teachers are not familiar with the term worldview and this would be same issue in both the English language and the Welsh language.

PM suggested another name option could be 'Religion' as with History and Geography for example.

Other members suggested alternative names such as Religion, Values and Ethics or Religion and Philosophies.

LJ suggested that parents and children need to be assured of the true nature of religious education and the name of the subject is important in communicating this.

PW suggested that to add an 's' to religions as in the proposed 'Religions and Worldviews' significantly changes the nature of the name and does not reflect the current thinking about the nature of religious education. The term religion is a concept and fits in with the thinking behind the new curriculum. Thus, Religion and Worldviews is a more appropriate name.

RT explained that one organisation with which he is involved, feels that there is too much emphasis being given to the CoRE report for England. He is content with the term religious education and would prefer to keep this.

PW and LJ stressed that they feel the CoRE report is relevant to Wales even though the research was based in England only. EE reminded members that Wales had been asked if they wished to be involved from the outset and had declined.

8. Professional RE support for SACREs

It was noted that Phil Lord is now acting as a professional consultant to Denbighshire and Conwy SACREs, having reduced his number of working days with GWE.

Central South Consortium have secured the services of Angela Hill, as a RE Today Services employee, to provide professional support to the five SACREs within the consortium.

Mary Parry has re-joined Ceredigion SACRE as a member.

LJ again highlighted the issue that some persons being deployed to support SACREs are not being given sufficient time to carry out the role effectively. PL reiterated this issue and that even

though time may be allocated to support the SACRE, this does not give additional time as necessary to support schools.

PW reported that a paper still needs to be presented to Kevin Palmer to illustrate the need for each LA to have RE expertise to effectively support schools.

9. Up-dates:

REMW

Paul Morgan reported that REMW are proposing to re-create an organisation now to be called REW. They are carrying out discussions with various agencies in Wales who have an interest in the subject of RE and who might value a networking forum.

REC

PW reported on the meeting held on 6th November 2019. Two new member organisations were accepted onto the board: Association of Teachers of Catholic RE and Ismaili Council for the UK.

PW gave a presentation on the new curriculum in Wales.

The REC is taking forward the recommendations of the commission that do not require legislative change.

She reported on the proposed research project into what is understood by the term 'Religion and Worldviews'. The REC is currently seeking funding for the project which they hope will culminate in a conference in June 2020.

NAPfRE

LJ reported on a productive meeting and that much time was spent on looking at the current curriculum consultation in order to formulate a NAPfRE response.

LJ highlighted three items which NAPfRE would like WASACRE to consider –

- The number of students studying RE at ITE level at Trinity is now only 10. NAPfRE would like to propose that WASACRE write to WG to request that they offer bursaries for RE students to encourage recruitment.

Action: WASACRE agreed to write to WG in this respect.

- There is an issue of non-compliance of RE provision at KS4. Some schools have struggled to use the current RE GCSE specification in the limited time allocated for statutory RE. There seems to be a common trend for some schools to offer an alternative Equality and Diversity qualification instead of providing RE. NAPfRE suggests that WASACRE should remind schools of their statutory duty to provide RE and that these alternative qualifications do not meet the requirement to provide RE. A member suggested that the issue of non-compliance at Post 16 should also be included in the letter. Following debate on whether to include reference to Post-16 in the proposed letter, it was agreed that as schools are still obliged to work within the current legislation, they should be reminded that both KS4 and Post 16 provision is statutory.

Action: WASACRE agreed to write to Chairs of SACREs and Directors of Education in this respect as outlined above.

- WASACRE had agreed to fund training for professional advisers to SACREs and SACRE Clerks. NAPfRE would like to accept this offer and begin to plan the training programme. EE confirmed that this would be discussed at the next WASACRE Executive meeting.

AREIAC

GV reported that the AREIAC 2020 conference: 'Deep Dive or Shallow Swim: From Syllabus to Classroom', will take place on 6th and 7th July 2020 at the Windmill Village Hotel, Coventry and WASACRE members are invited to attend.

Focusing on curriculum development at both a national and local school level, the conference is open to all those interested in supporting quality RE. Day 1 will focus on Agreed Syllabus development and aims to support advisers and consultants who might be working with SACREs as well as being valuable to Chairs of SACREs and members themselves. Day 2 will build on this theme, with a focus on moving into school-based curriculum development and planning. Ofsted's expectations in relation to a Deep Dive in RE will also be explored. This day will be valuable for all those who promote excellence in RE and teachers and others working directly with pupils are welcome.

Delegates can choose to attend both days or either one. The programme will flow from Monday to Tuesday but each day will also be valuable as a stand-alone event. Guest speakers so far, include, Paul Smalley, Kathryn Wright, Trevor Cooling, Paula Webber and Rudi Lockhart.

For full details and bookings can be made via the website or with Gill Vaisey conference organiser: areiac.org.uk/public/conf20 or areiacconference@gmail.com

10. Report from the executive Committee held on 30th September 2019

EE gave a verbal report from the Executive meeting to briefly outline areas discussed.

WG Matters: Termly meetings have been resumed between WASACRE representatives and WG with John Pugsley as their representative.

WG has confirmed that following the publication of the new curriculum, they will reconsider the legislation around Collective Worship as a separate area.

All legislation and guidance around CW will be separate to RE.

Professional Learning: PW and LJ met with Kevin Palmer and Pauline Smith. They have agreed funding specifically for RE professional learning.

There is a strong will to provide support from within Wales and not from outside commercial organisations.

Meetings with Qualifications Wales: LJ, PW, EE, and RS met with representatives from QW - Philip Baker and Emer George. They are launching a consultation on all qualifications in Wales.

SACRE Handbook: EE has produced this document based on the current WASACRE Handbook and the NASACRE handbook. Once signed off it will be designed and produced as a PDF document that can be updated as necessary.

WASACRE Website: A sub-group of Executive members are pursuing the development of a new WASACRE website. Under correspondence relating to the website, the Exec agreed that the WASACRE website is not the platform for sharing published resources.

GDPR: EE is consulting with an expert in this area and will report back to the next Exec meeting on the requirements for WASACRE.

Twitter and Social Media: It was agreed that we need to raise the profile of WASACRE and should make better use of social media opportunities. GV has updated the WASACRE logo on the Twitter account.

Managing WASACRE Meetings: In order to ensure all agenda items are sufficiently covered in the time allocated for main meetings it was agreed:

there will only be an invitation to the Chair of SACRE or Director of the LA to give a very short welcome. We will not in future invite any items from schools etc. however, if a host authority wishes a school to have an input this will be before the meeting commences, so that the meeting may commence at the allotted time;

quiet reflection / thought for the day will continue but these will be kept short and succinct in view of the length of the business which needs to be covered;

questions to speakers need to be relevant to RE or CW only;

accuracy of minutes will be taken at the beginning of the agenda and matters arising at the end; and

the Chair of the meeting should be assertive as necessary in managing the relevance and length of discussions and input from members at the meetings.

11. The Effective SACRE

Not covered.

12. Minutes of meeting held in Conwy on 28th June 2019

The minutes were agreed as an accurate record of the meeting.

13. Matters arising

None

14. Correspondence

PW reported that she has received a number of letters from teachers enquiring about local loan resources. PW has referred them back to their local SACRE. This again highlights the issue of not having an adviser in each LA.

Anglesey SACRE had written to highlight the lack of Welsh medium teaching resources RS gave an outline of some of the issues around the lack of resources – including a delayed publication in Welsh of some of the WJEC materials. RS advised that there are no resources on Hinduism, for instance, even though she is teaching it in her school.

Books are produced by WJEC but more titles are available in English than in Welsh. A member noted that more Welsh language speakers for examination marking are needed.

RS offered to share with others any of her resources that she has available or translated. GH from Anglesey SACRE thanked RS for the offer to share resources.

GV informed members that the 'Brexit Through the Lens of Ruth' material that she referred to in her presentation is also available in Welsh and she will add the link to the PowerPoint presentation.

A letter from the Interfaith Network highlighted material available on their website. PW advised that this is not necessarily RE related but may be of interest to members.

15. Show and tell

Gill Vaisey informed members that she is currently working with eight families to produce a series of books and online resources to support RE for 3 – 7 year olds. The 'Belonging and Believing: My Family' series, focusses on a five-year-old child within each family and portrays their everyday life and the ways in which their beliefs are expressed at home and in the community. Families reflecting Buddhism, Christianity, Hinduism, Sikhism, Judaism, the Bahá'í Faith, Islam and humanism are featured and, in some cases, reflect some lesser known traditions and expression of beliefs. GV expressed her gratitude to the families involved, most of whom live in Wales, and said she felt privileged to have been so welcomed into the lives of the families. She hopes the books and online resources will be available early in the summer term.

16. Any other business

None

17. Date for next meeting:

17th March 2020 – Merthyr Tydfill

EE gave thanks to all involved in the meeting with special thanks to:
Pupils and staff of Aberaeron Primary School Choir;
Dana Jones, Ceredigion SACRE Clerk;
Ceredigion County Council Translation Services; and
Cllr Catrin Miles, Cabinet Member, Learning Services, Lifelong Learning and Leisure

Adroddiad ar weithgareddau'r Gymdeithas 2019-2020

Dyna flwyddyn anodd a heb ei thebyg o'r blaen fu hon i'n Gwlad, i sefydliadau ac i unigolion. Mae'n meddyliau wedi bod gyda'r rheiny a effeithiwyd mewn unrhyw ffordd gan bandemig y Coronafeirws. Rydym wedi bod yn meddwl yn arbennig am y rheiny fu'n wael, neu a gollodd anwyliad i'r feirws. Gobeithio y gallwn ddychwelyd i ryw fath o normalrwydd heb fod yn rhy hir.

Yn anochel cafodd y pandemig effaith enfawr ar gyfarfodydd CCYSAGauC, ond nid ar ei waith a aeth rhagddo yn ddi-dor.

1. Dim ond ar ddau achlysur y cyfarfu'r Gymdeithas eleni: 28 Mehefin 2019 yng Nghonwy, a 21 Tachwedd 2019 yn Aberaeron. Rydym yn ddiolchgar i'r CYSAGau oedd yn lletya am eu croeso hael. Canslwyd y cyfarfod a oedd fod ar 17 Mawrth 2020 ar fyr rybudd, oherwydd y pryderon cynyddol dros Covid-19. Yn anffodus, ni chafwyd digon o amser i wneud trefniadau amgen ar-lein i allu cynnal y cyfarfod hwn o bell. Wrth gwrs, cafodd ein cyfarfod tymor yr haf a'r Cyfarfod Blyneddol, oedd i fod i'w cynnal ym Mehefin/Gorffennaf eu gohirio o reidrwydd tan ddechrau'r hydref oherwydd yr ansicrwydd ynglŷn â'r pandemig.

2. Cyfarfu'r Pwyllgor Gwaith ar dri achlysur: 30 Medi 2019 yng Nghaerdydd, 11 Chwefror 2020 yn Llandrindod, a 19 Mai 2020 drwy gynadledda fideo. Bu gan y Pwyllgor Gwaith agenda llawn drwy gydol y flwyddyn a oedd yn cynnwys:

- a. Ystyried ac ymateb i'r datblygiadau sy'n ymwneud yn uniongyrchol ag AG yn y cwricwlwm newydd i Gymru. Cyfarfu cynrychiolwyr o Bwyllgor Gwaith CCYSAGauC â chydweithwyr Llywodraeth Cymru ac eraill nifer o weithiau drwy gydol o flwyddyn, yn cynnwys cyfarfod â Rudi Lockhart, Prif Swyddog Gweithredol Cyngor Addysg Grefyddol Cymru a Lloegr. Bu'n cydweithwyr o LIC yn mynychu CCYSAGauC a Phwyllgorau Gwaith CCYSAGauC hefyd, ac maent wedi ein diweddarau ar gynnydd;
- b. Cyfarfod gyda Kevin Palmer (LIC) a Swyddogion Pwyllgor Gwaith CCYSAGauC ar 18 Mehefin lle y cadarnhawyd y byddai cyllid ar gyfer pecyn dysgu proffesiynol i gyfres o adnoddau yn benodol i AG, ynghyd â hyfforddiant i bawb oedd yn addysgu AG ac yn hyfforddi myfyrwyr cychwynnol. Cydnabuwyd hefyd yr angen penodol am hyfforddiant i leoliadau nas cynhelir.
- c. Cyfarfodydd â chynrychiolwyr o Gymwysterau Cymru a Swyddogion y Pwyllgor Gwaith ar ddau achlysur i drafod datblygiadau i'r dyfodol o ran cymwysterau AG yng Nghymru. Cytunodd y cynrychiolwyr CC eu bod mewn sefyllfa well o ganlyniad i'r cyfarfodydd hyn i ddeall effaith cyrsiau arholiad ar ddarpariaeth AG. Cytunwyd i barhau i gynnal cyfarfodydd rhwng cynrychiolwyr CCYSAGauC a Chymwysterau Cymru, ac roedd yr un mwyaf diweddar ar 27 Gorffennaf 2020, drwy gyfrwng Teams;

- d. Cynnal a datblygu perthynas CCYSAGauC â Chyngor AG Cymru a Lloegr (REC). Gwahoddwyd Rudi Lockhart, (Prif Weithredwr REC) i fynychu cyfarfodydd y Pwyllgor Gwaith a CCYSGauC ac mae wedi gwneud hynny pryd bynnag roedd modd. Roedd y Pwyllgor Gwaith yn drist i glywed y byddai Rudi'n gadael ei swydd gyda'r Cyngor ym mis Awst a diolchwyd iddo am ei ymrwymiad i AG yng Nghymru. Dymunwyd yn dda iddo i'r dyfodol. Mae'r Pwyllgor Gwaith yn edrych ymlaen yn awr at weithio gyda'i olynnydd, Dave Francis;
- e. Cafodd y Pwyllgor Gwaith ddyfynbris am adeiladu Gwefan newydd a fyddai'n cynnwys darpariaeth cyfryngau cymdeithasol. Mae hyn ar y gweill ar hyn o bryd;
- f. Mynegwyd pryder am arholiad a chymhwyster *Cydraddoldeb ac Amrywiaeth yr NCFE*. Ymddengys fod hwn yn cael ei gynnig mewn nifer o ysgolion yn lle AG. Cytunwyd nad yw hyn yn dderbyniol gan nad yw'n bodloni gofynion y maes llafur cytûn ac felly ni fyddai ysgolion sy'n dilyn y cwrs hwn yn cydymffurfio â'u gofyn statudol i ddarparu AG. Ymddengys fod ysgolion yn meddwl fod hwn yn well dewis i'w gynnig i ddisgyblion gan fod y fanyleb yn ddeniadol ac yn rhoi cymhwyster sy'n cyfateb i TGAU. Ystyriwyd a ddylai CCYSGAuC ysgrifennu manyleb ar gyfer cymhwyster addas a chael achrediad iddo;
- g. Rhoddwyd ystyriaeth i hyfforddiant i ymgynghorwyr a chlercod CCYSAG gyda pharagraff addas yn cael ei gynnwys yn y llawlyfr CYSAG diwygiedig, yn ogystal â chynnwys mynegai o dermau sy'n gysylltiedig ag AG;
- h. Ystyriwyd sut mae'r rheoliad GDPR newydd yn effeithio ar CCYSAGauC. Yr unig wybodaeth y mae CCYSAGauC yn ei dal yw rhestrau o'r rhai sy'n bresennol yn y cyfarfodydd tymhorol a chyfeiriadau e-bost clercod CYSAG. Cytunwyd y dylai taflenni presenoldeb yn y dyfodol gynnwys datganiad yn dweud wrth y rhai oedd yn bresennol sut byddai eu data yn cael ei ddefnyddio a'i gadw gan CCYSAGauC, a'u bod, wrth gofrestru eu presenoldeb, yn cytuno hefyd i gael eu henwau wedi'u cofnodi ar y taflenni presenoldeb. Cytunwyd nad oedd angen gweithredu pellach y tu hwnt i hyn o safbwynt cydymffurfio â'r GDPR;
- i. Diweddariadau rheolaidd ar ddogfen Fframwaith AG sydd dal heb gael ei gwneud yn gyhoeddus. Mae cydweithwyr LLC wedi sicrhau'r Pwyllgor Gwaith y bydd yn cael ei chyhoeddi yr hydref hwn;
- j. Cytunwyd i weithgor bychan lunio papur ar helpu ysgolion gydag Addoli ar y Cyd yn ystod argyfwng y Coronafeirws, a chyhoeddwyd hwn ddechrau mis Gorffennaf a'i rannau â ChYSAGau. Mae'r ddogfen hon ar gael yn ddwyieithog ar wefan CCYSAGauC www.wasacre.org.uk. Mae'r Pwyllgor Gwaith hefyd wedi ystyried gwerth cael y gweithgor i gynhyrchu papur tebyg ar gyfer AG yn ystod yr Argyfwng Coronafeirws;
- k. Nodwyd y dirywiad yn niferoedd y rhai a gofrestrodd ar gyfer TGAU Astudiaethau Crefyddol yn y flwyddyn academaidd ddiwethaf a chytunwyd fod hyn yn frawychus.
- l. Cymeradwyo papur i'r Gweinidog Addysg, *Addysg Grefyddol; ffordd well ymlaen* (Chwefror 2020). Roedd y papur yn cynnwys 3 argymhelliad i'r Gweinidog eu hystyried fel a ganlyn:
 1. Pecyn Dysgu Proffesiynol yn benodol i AG i'w gyflwyno i'r haen ganol iddyn nhw ei gyflwyno i ysgolion, sy'n cynnwys adnoddau enghreifftiol.
 2. Pecyn DP penodol i leoliadau meithrin yn cynnwys adnoddau i helpu cynllunio.

3. Cyllid i 6 Ymgynghorydd AG (4 Saesneg, 2 Gymraeg) i ddiwallu'r pedwar rhanbarth a'u hanghenion.

3. Cyfarfodydd y Swyddogion Gweithredol. Er mai dim ond tri chyfarfod o'r Pwyllgor Gwaith a gafwyd yn ystod y flwyddyn, cafwyd nifer o gyfarfodydd rhwng y Swyddogion. Cynhaliwyd y canlynol gyda chynrychiolwyr o Lywodraeth Cymru:

Dydd Mawrth 18 Mehefin 2019
Dydd Mercher 19 Chwefror 2020
Dydd Mercher 8 Gorffennaf 2020
Dydd Iau 30 Gorffennaf 2020

Cafwyd nifer o gyfarfodydd hefyd rhwng Swyddogion er mwyn cwblhau gwahanol bethau fel Dogfennau Ymgynghori LLC, ayb.

4. Cyfrifon: Adroddiad y Trysorydd am flwyddyn ariannol 2018-19.

Yn ystod y flwyddyn, roedd yr incwm £2662.12 yn fwy na'r gwariant. Dechreuodd y flwyddyn ariannol gyda gweddill o £27948.60 a daeth i ben gyda gweddill o £30610.72. Mae cyllid CCYSAGauC, felly, yn dal mewn cyflwr iach. Derbyniodd a mabwysiadodd yr Aelodau'r datganiad cyfrifon yng Nghyfarfod Blynyddol y Gymdeithas ar 28 Mehefin 2019. Derbyniodd yr aelodau argymhelliad y Trysorydd fod y tanysgrifiad blynyddol i GYSAG am aelodaeth CCYSAGauC yn ystod blwyddyn ariannol 2019/2020 yn cael ei osod ar £461.00 y CYSAG, sy'n cynrychioli cynnydd o 2% ar danysgrifiad 2018/2019.

5. Aelodau newydd ar y Pwyllgor Gwaith: Yng Nghyfarfod Blynyddol haf 2019, etholwyd tri aelod i'r Pwyllgor Gwaith am y cyfnod 2019-2022: Matthew Maidment (RCT) (Ail-etholwyd), Lucy Grant/Marged Williams (Bro Morgannwg) (Rhannu swydd) ac Andrew Jones (Sir Fynwy) (Ymddiswyddodd wedyn a daeth Suzanne Gooding yn ei le)

6. Cadeirydd Oherwydd y ffaith mai dim ond blwyddyn roedd yr Is Gadeirydd wedi cael i ymglyfarwyddo â'r gwaith, penderfynwyd y byddai'r Cadeirydd yn parhau yn y swydd am flwyddyn arall, h.y. hyd at Gyfarfod Blynyddol 2020. Ymddengys fod cynsail i hyn yn barod pan gafwyd sefyllfa debyg flynyddoedd ynghynt.

7. Cyflwyniadau PYCAG a CCYASGauC: Gan mai dim ond dau gyfarfod "corfforol" a gafwyd eleni, bu nifer y cyflwyniadau yn gyfyngedig.

Yn y cyfarfod yng Nghonwy ar 28 Mehefin 2019, cafwyd cyflwyniad gan Sally Holland, Comisiynydd Plant Cymru, a siaradodd am ymateb ei swyddfa i'r cwricwlwm newydd i Gymru. Dywedodd ei bod yn teimlo y dylai fod mwy o bwyslais ar gydraddoldeb profiad ar draws Cymru ac y dylai plant gael cyfle i ddysgu am bobl cred ledled Cymru ac nid yn unig y rhai yn eu hardal. Roedd hi'n cefnogi cael gwared ar hawl rhieni i dynnu eu plant yn ôl o AG gan ei bod yn teimlo ei fod yn rhan o hawl plentyn i gael addysg lawn yn cynnwys AG ac addysg rhyw a chydberthynas. Siaradodd yn fanwl am y pedwar deg dau o hawliau sydd gan blant "waeth beth", yn cynnwys yr hawl i addysg sy'n caniatáu iddynt gyrraedd eu potensial.

Yn y cyfarfod yn Aberaeron ar 21 Tachwedd 2019, cafwyd cyflwyniad gan Gill Vaisey ar Gynhadledd Athrawon AG y Fforwm Ewropeaidd a gynhaliwyd yn Nulyn a Belfast ym mis Awst 2019. Adroddodd Gill yn ôl o Gynhadledd EFTRE fel cynrychiolydd CCYSAGauC a soniodd am werth ac ansawdd y gynhadledd a gynhaliwyd dros chwe diwrnod. Gellir cael manylion ar wefan EFTRE, yn cynnwys papurau'r prif siaradwyr sydd ar gael i'w llwytho i lawr o <http://www.eftre.net/> .

Report of the activities of the Association 2019-2020

What a difficult, unprecedented year this has been for our Country, for organisations and for individuals. Our thoughts have been with those who have been affected in any way by the Coronavirus pandemic. We have been thinking particularly of those who have been unwell, or who have lost loved ones to the virus. Hopefully we can return to some normality in the not-too-distant future.

Inevitably the pandemic has had a huge impact on the meetings of WASACRE, but not on its work which has continued unabated.

1. This year the Association met only on two occasions: 28 June 2019 in Conwy, and 21 November 2019 in Aberaeron. We are grateful to the hosting SACREs for their generous hospitality. The meeting scheduled for 17 March 2020 was cancelled at short notice, because of the increasing worries over Covid-19. Unfortunately there was insufficient time for alternative on line arrangements to be made for this meeting to be held remotely. Our summer term meeting and AGM, due to be held in June/July was, of necessity, postponed until early autumn due to uncertainty surrounding the pandemic.

2. The Executive Committee met on three occasions: 30 September 2019 in Cardiff, 11 February 2020 in Llandrindod Wells, and 19 May 2020 by video conferencing. The Executive Committee had a full agenda throughout the year that included:

- m. Considering and responding to the developments relating directly to RE within the new curriculum for Wales. Representatives from the WASACRE Executive Committee met with Welsh Government colleagues and others on a number of occasions throughout the year, including a meeting with Rudi Lockhart, Chief Executive Officer of the Religious Education Council for England and Wales. Welsh Government colleagues have also attended WASACRE and WASACRE Executive meetings, and they have given updates on progress;
- n. A meeting with Kevin Palmer (WG) and Officers of the WASACRE Executive on 18th June at which it was confirmed that there would be funding for a professional learning package for a suite of resources specifically for RE, plus training for all those involved in teaching RE and training of ITT students. The need for training for non-maintained settings specifically was also recognised;
- o. Meetings with representatives of Qualifications Wales and Officers of the Executive on two occasions to discuss future developments with regards to RE qualifications in Wales. The QW representatives agreed that as a result of these meetings they were in a better position to understand the impact of examination courses on the provision of

RE. It was agreed to continue to hold meetings between representative of WASACRE and Qualifications Wales, the most recent was on 27 July 2020, via Teams;

- p. Maintaining and developing WASACREs relationship with the RE council for England and Wales (REC). Rudi Lockhart, (REC Chief Executive) was invited to attend Executive and WASACRE meetings and has done so whenever possible. The Executive was saddened to learn that Rudi would be leaving his post with the REC in August and thanked him for his commitment to RE in Wales. They expressed their good wishes for his future outside the REC. The Executive now look forward to working with his successor, Dave Francis;
- q. The Executive Committee's acceptance of a quotation for the building of a new Website that would include provision of social media. This is currently being worked on;
- r. Concern being expressed with regard to the *Equality and Diversity NCFE* examination and qualification, which it appears is being offered in a number of schools in the place of RE. It was agree that this is not acceptable as it does not meet the requirements of the agreed syllabus and therefore schools following this course would not be complying with their statutory requirement to provide RE. It would seem that schools consider this to be a better option to offer pupils as the specification is attractive and gives a GCSE equivalent qualification. Consideration was given to whether WASACRE should write a specification for a suitable qualification and get it accredited;
- s. Consideration given to training for advisors and SACRE clerks and a suitable paragraph being included in the revised SACRE handbook, as well as including a glossary covering terms pertaining to RE;
- t. Consideration given as to how the new GDPR regulation affected WASACRE. The only information that WASACRE holds is attendance lists of those present at the termly meetings and the e-mail addresses of SACRE clerks. It was agreed that future attendance sheets would include a statement informing attendees about how their data would be used and kept by WASACRE and by registering their attendance they were also agreeing to have their names recorded on the attendance sheets. It was decided that beyond this no further action was necessary with regards to complying with GDPR;
- u. Regular updates on RE Framework document which has still not been released into the public domain. Welsh Government colleagues have assured the Executive that it will be published this autumn;
- v. Agreement to a small working party to produce a paper on supporting schools with Collective Worship during the Coronavirus crisis, which was published in early July and shared with SACREs. This document is available bilingually on the WASACRE website www.wasacre.org.uk . The Executive has also considered the value of the working party producing a similar paper for RE during the Coronavirus Crisis;
- w. Note taken of the decline in entry numbers of RS GCSE in the past academic year and it was agreed that they are alarming.
- x. The approval of a paper to the Minister for Education, *Religious Education; a better way forward* (February 2020). The paper included 3 recommendations for the Minister to consider as follows:

4. A substantial PL package specifically for RE to be delivered to the middle tier for roll out to schools which includes exemplar resources.
5. A specific PL package for nursery settings including resources to support planning.
6. Funding for 6 RE advisors (4 English speaking and 2 Welsh speaking) to cover the four regions and their needs.

3. Executive Officers meetings. Although there have been only three Executive Committee meetings in the course of the year there have been a number of Executive Officer meetings. The following have been with representatives of Welsh Government as follows:

Tuesday 18 June 2019
 Wednesday 19 February 2020
 Wednesday 8 July 2020
 Thursday 30 July 2020

There have also been a number of meetings between Officers in order to complete various WG Consultation Documents, etc.

4. Accounts: The Treasurer's Report for the 2018-19 financial year. During the year, income exceeded expenditure by £2662.12. The financial year commenced with a balance of £27948.60 and ended with a balance of £30610.72. The finances of WASACRE, therefore, remain in a healthy condition. WASACRE is, therefore, in a strong position to fund planned activities. Members received and adopted the statement of accounts at the Association's AGM on 28th June 2019. Members accepted the Treasurer's recommendation that the annual subscription per SACRE for membership of WASACRE during 2019/2020 financial year be set at £461.00 per SACRE, which represents an uplift of 2% on the 2018/2019 subscription.

5. New members of the Executive Committee: At the summer 2019 AGM, three members were elected to the Executive Committee for the period of 2019-2022: Matthew Maidment (RCT) (Re-elected), Lucy Grant/Marged Williams (Vale of Glamorgan) (Appointment sharing) and Andrew Jones (Monmouth) (Subsequently resigned and replaced by Suzanne Gooding)

6. Chair In the light of the Vice Chair having had only one year to accustom herself it was agreed that the Chair would continue in office for another year, i.e. until the AGM 2020. It appears that there had been a precedent for this when a similar situation had arisen a number of years previously.

7. NAPfRE and WASACRE presentations: As there has been only two "physical" meetings this year the number of presentations has been limited.

The meeting in Conwy on 28 June 2019 received a presentation from Sally Holland, the Children's Commissioner for Wales who spoke about her office's response to the new curriculum for Wales. She said that she felt there should be more emphasis on parity of experience across Wales and that all children should have access to learning about all people of belief across Wales and not just those in their locality. She supported the removal of the right of parents to withdraw their child from RE as she feels it is part of a

child's right to a full education including RE and relationship and sex education. She spoke at length about the forty-two rights children have "no matter what" including the right to education that allows them to achieve their potential.

The meeting in Aberaeron on 21 November 2019 received a presentation from Gill Vaisey on the European Forum for RE Teachers' Conference which was held in Dublin and Belfast in August 2019. Gill fed back from the EFTRE Conference as a representative of WASACRE and spoke of the value and quality of the conference which took place over six days. Details can be found on the EFTRE website, including the keynote speakers' papers which are available to download from <http://www.eftre.net/> .

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